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ABSTRACT

This is a group of reports evaluating the 1983-84 results of twelve programs funded by the Disadvantaged Pupil Program Fund in the Cleveland Public Schools. The programs evaluated are (1) the Classroom Support Program; (2) the Cultural Enrichment Experiences Project; (3) the Internal Suspension Room Program, for dropout prevention; (4) the Emphasis on Latin American Cultures Projects; (5) Kindergarten Reinforcement; (6) Motivational and Self-Imagery Development/Job Development; (7) the Pilot Projects Component, for the adaptation of curriculum instructional methods and materials; (8) Project STAR (secondary), for the improvement of reading and vocabulary skills; (9) the Reading Impact program; (10) the Reinforcement Science Skills Project; (11) the Resident Environmental Classroom, for outdoor education, and (12) Upward Reach, which provides counseling for the dropout-prone or institutional returnees. Each evaluation contains a program description, summary of services provided, program objectives, findings (including student achievement data), and recommendations for the future. (GC)

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DISADVANTAGED PUPIL PROGRAM FUND

TWELVE FINAL EVALUATION REPORTS
1983-1984

Cleveland Public Schools

Research and Analysis Department

July, 1984

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AUG 15 1984

1983-1984
FINAL EVALUATION REPORT

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Cleveland Public Schools

RESEARCH AND ANALYSIS DEPARTMENT

July, 1984

CLASSROOM SUPPORT PROGRAM

1983-1984 DPPF Final Evaluation

PURPOSE AND OVERVIEW

The Classroom Support Program is designed to provide a variety of support services to teachers, administrators and supervisors to enhance the quality of instruction provided to disadvantaged students. These services are provided to Chapter 1 teachers, administrators and supervisors as well as personnel assigned to DPPF projects. The program's separate components serve specific disciplines:

- Elementary Reading
- Elementary and Secondary Social Studies
- Functional Life Skills
- Instructional Strategies
- Secondary English/Reading
- Video Services

Service delivery in these areas is provided through individual teacher conferences, demonstration teaching sessions, inservice workshops, curriculum materials development sessions, classroom observations, dissemination of materials, technical assistance with video tapings and photography.

SERVICE SUMMARY

Pupils Served: 4,937 Grades Served: 1-12 Years in Operation: 4

Schools: 79	
Elementary	41
Jr. High	21
Sr. High	14
City Wide	3
TOTAL	79

Staffing:	
1	Program Coordinator, FT
4	Consultant Teachers, FT
1	Clerk, FT
1	Staff Specialist, FT
1	Staff Assistant, PT

(See Appendix A for list)

SUMMARY OF FINDINGS

Analysis of pre-post rests results and questionnaire responses indicated that all six objectives revealed positive perceptions of services provided during the school year.

The 1983-1984 project operation was successful based on attainment of its six objectives. Instructional support services were provided at elementary level. Curriculum materials appropriate for use with urban learners were developed and distributed. Technical assistance with video taping and photography was provided.

OBJECTIVES AND OUTCOMES

The FUNCTIONAL LIFE SKILLS component is designed to prepare and disseminate curriculum materials. There are 35 units available to secondary teachers. The units are available in the following: occupational knowledge, consumer economics, community resources government and laws, and study skills. The lessons are available upon teacher request and supplied in class sets. The lessons are designed to:

- improve the abilities of high school students to perform every day life tasks;
- provide students with opportunities to reinforce basic skills as they apply to life tasks;
- improve test taking skills;
- encourage teachers to use supplemental instructional curriculum materials.

- Objective 1: Eighty percent of a random sampling of teachers and students in grades 7 through 12 who used specific Functional Life Skills units in the classroom, will indicate on a reaction sheet an overall quality rating of 3 or better on a five point scale.

  - Outcome: Objective 1 was attained. Thirty-five Functional Life Skills units were available. In each unit are one to five instructional class lessons. Four thousand seven hundred twenty-eight (4,728) units were distributed to 22 secondary schools during the 1983-1984 school year. Lessons were used in English, Social Studies, Mathematics, Business, Home Economics and other classes. (See Appendix B, Distribution of Functional Life Skills units.)

    Table 1 presents the percentage summary of teachers and students ratings of the overall quality of the materials used in the Functional Life Skills unit.

TABLE 1

Percentage Summary of Ratings* of Materials
of Functional Life Skills Units

Participants	N	1	2	3	4	5
Teachers	24	-	-	8%	41%	50%
Students	864	1%	.09%	5%	75%	17%

* 1 - Low, 5 - High

Table 1 shows 24 teachers and 864 students rated the Functional Life Skills materials on a 5 point scale. All 100% of teachers and 97% of the students gave overall ratings of 3 or higher on a five point scale.

- Objective 2: This objective was deleted on January 20, 1984.

The consultant teacher in the SECONDARY ENGLISH/READING LANGUAGE ARTS component is assigned to provide inservice and/or direct classroom support to seventh grade English teachers. The service assisted individuals or groups of seventh grade English teachers in organizing and implementing an effective classroom English/reading program to help students increase their reading skills. The service provides assistance in:

- interpreting reading test results to assess class strengths and weaknesses;
- determining instructional goals for pupils based on test scores and class performance;
- observing the class (non-evaluative) and demonstration lessons;
- providing individual teacher conferences to assist in implementing effective reading techniques in the classroom;
- presenting workshops and group meetings to enchance reading instructions in the schools;
- developing appropriate independent activities in reading.

- Objective 3: At least 70% of a sample of participating pupils will demonstrate a mastery of specific reading skills as measured on the project administered Content Area Reading Evaluation (CARE) English/Reading subtest in May, 1984.

  - Outcome: This objective was attained, based on analysis of year-end performance of a random sample of students from each project school. Review of Table 2 reveals Spring, 1984, students' average percentage scores were:

	%
. vocabulary	76.7
. literal comprehension	73.5
. inferential comprehension	72.1
AVERAGE	74.1

Student demonstrated an average mastery of 74.1% of specific reading skills as measured on the project administered Content Area Reading English/Reading (CARE) subtests in May, 1984. The average percentage score in the 11 schools exceeded the 70% mastery in objective 3.

TABLE 2
Comparison of Fall, 1983 and Spring, 1984 Results of the CARE English/Reading Comprehension Subtest
Grade 7*

Percentage of Students Showing Mastery Of Selected Prose Reading Skills In Sample Classes**

		Fall, 1983 Comprension		Vocabulary	Fall, 1984 Comprehension		Vocabulary
SCHOOLS	N	Literal	Inferential	In Context	Literal	Inferential	In Context
Central	19	60	39	78	73	78	73
Martin L King	17	38	50	61	70	76	76
Willson	24	51	29	62	75	70	75
Marg Spellacy	14	No Pre Test			74	61	74
Newton Baker	26	40	53	65	76	73	80
Alex Hamilton	17	30	20	30	76	70	88
Chas A. Mooney	21	63	42	78	71	76	80
Empire	22	52	26	52	77	68	68
Audubon	15	57	61	66	73	73	73
T Jefferson	24	61	61	80	70	70	79
Lincoln	19	50	37	66	73	78	78
AVERAGE %	218	52.2	41.8	63.8	73.5	72.1	76.7

*Content Area Reading Evaluation, Level 7: Revised Edition for Computer Scoring

**Mastery = 70% (at least 3 of 4 items correct in each skill area)

Eleven junior high schools, scoring lowest in the below averages percentage rank on the city-wide testing Spring, 1983 CTBS reading comprehension subtest, were selected for program service. Pretests were administered to 1,372 seventh grade students in ten schools during September-October, 1983. Tests were scored with a computer reading skills analysis program. The results generated class group lists for reading skill instruction by student mastery, reinforcement or remediation needs. This was particularly useful to teaschers with six classes per day with an average of 32 students in each class.

Examination of the consultant teacher's records revealed services were delivered to 64 administrators, department chairpersons and seventh grade English teachers through 44 inservice sessions with a total of 403 participants during the 1983-1984 school year. Forty classroom teachers in target schools through 71 visits were provided individualized service with conferences, class observations, demonstration lessons, and providing supplementary teaching materials. Materials and instructional techniques were introduced through full-day inservice workshops November 9 or 15, 1983 to enable 34 participants to:

- analyze student reading needs using a locally developed criterion referenced reading comprehension test;
- plan effective classroom activities designed for student mastery of specific reading skills identified by the CARE pretest;
- apply effective reading techniques to help seventh grade English students achieve reading mastery.

Additional inservice workshops were presented March 13 or 20, 1984, to review "Achieving Reading Mastery Secondary English" with 90 participants.

In addition the consultant teacher:

- Presented a paper "Integrating Computers and English" to the Greater Council Cleveland of Teachers of English at Cleveland State University on December 3, 1983;
- Introduced sessions at the National Council of Teachers of English in Columbus, Ohio on April 12, 1984;
- Participated as member of the Superintendent's computer literacy curriculum task force;
- Developed a teacher guidebook and computer program for students for computer assisted instruction pilot on English/writing.

The ELEMENTARY READING component is designed to provide selected elementary teachers with individualized and small group inservice. The inservice is designated to assist individual teachers in target schools in organizing and implementing effective classroom reading program to help students increase their reading skills. The consultant teacher:

- interprets test scores for project participants;
- identifies reading/language arts materials to support skill sequence;
- assists with lesson planning for instruction in reading/language arts (pacing of program in relation to student's need);
- suggests supplemental materials;
- demonstrates teaching techniques with the student and the classroom teachers;
- provides inservice/workshops;
- reviews reading records (fall and spring).

- Objective 4: As a result of providing inservice and classroom support to elementary teachers related to the teaching of reading, the percentage of pupils scoring below average (Stanines 1,2,3) on the CTBS comprehension subtest in April, 1984, city-wide testing will be reduced by at least 10% in comparison with the May 1983 results for the selected schools.

  - Outcome: The objective as written was attained, based on analysis of Spring, 1983 and 1984 CTBS reading comprehension subtest of grade 4 students. The ten schools receiving project service at grade 4, revealed the average percentage of students scoring in the below average stanines changed from 38.5 in 1983 to 27.8 in 1984 a reduction of 10.7% (Table 3).

    Participants for this component were selected because their elementary schools were among the ten schools in the district with the highest percentage of pupils scoring below average (Stanines 1,2,3,) on the CTBS, comprehension subtest administered in the Spring, 1983.

    Project records showed the reading consultant served 36 fourth grade teachers and 1,260 students through 532 individual classroom teacher visits. The service is provided to buidlings on scheduled days. The service included:

TABLE 3

Comparison of Spring, 1983 and Spring, 1984 Results of the Comprehensive Tests of Basic Skills Comprehension Subtest at Grade 4*

SCHOOLS SERVED	Percentage of Students Scoring in Below Average Stanine Range (1,2,3)**		
	1983	1984	Change
East Madison	44.4	18.2	26.2
Anthony Wayne	42.4	35.1	7.3
Miles Park	41.8	43.3	-2.0
Willow	39.6	34.1	5.5
Warner	39.4	32.6	6.8
Kentucky	38.1	29.5	8.6
Tremont	37.0	31.5	5.5
Milford	34.8	17.6	17.2
Clark	34.7	18.0	16.7
Charles H. Lake	33.3	18.2	14.8
$\bar{X}$ Percentage	38.5	27.8	10.7

* Grade 4: Level 2, Form S
** National Norm

- Conferences in reference to
  - curriculum
  - classroom management techniques
  - testing procedures
  - enrichment and extension activities
  - record keeping

- Demonstration lessons in
  - teaching techniques
  - skill development
  - testing procedures
  - classroom management techniques

- Classroom observations of
  - teaching techniques
  - knowledge of subject matter
  - testing procedures
  - classroom management techniques

In addition, 70 small group, staff led team, faculty and cluster inservice/workshop were presented to 951 teachers.

The SOCIAL STUDIES component is designed to provide staff development. Selected elementary and secondary teachers receive individual and group inservice. The inservice is provided by a consultant teacher who:

- demonstrates lessons in the use of curriculum materials and instructional techniques;
- provides supplemental materials and resources;
- coordinates video tape sessions;
- presents workshops;
- conducts tutorial sessions for selected students having difficulty with social studies;
- attends professional meetings and shares information/materials.

- Objective 5: At least 60% of a sample of sixth and seventh grade students in classes receiving concentrated staff development and/or direct classroom support to upgrade map reading skills will show a gain of 4 NCE's from pre to post testing on the ITBS map reading subtest administered in the Fall of 1983 and the Spring of 1984.

- OUTCOME: This objective was attained, based on pre-post performance of participants of the ITBS map reading test. The 241 sixth grade students revealed a pretest mean of 37.09 and a posttest mean of 51.73 with a difference of 14.63 NCE units. Seventy-six percent of grade six participants showed a gain of 4 or higher NCE units. The 128 seventh grade students evidenced a pretest mean of 21.94 and a posttest mean of 39.34 with a change of 17.40 NCE units. Seventy-nine percent of the grade 7 participants showed a gain of 4 or high NCE units. The 14.63 and 17.40 NCE units exceeded the objective gain of 4 NCE units and was statistically significant ($p < .0001$) as determined by t-test for correlated measures. Table 4 presents the tests scores and results of the tests.

TABLE 4
Average Pre and Post Scores, NCE units and t Test Results
on the Iowa Tests of Basic Skills (Map Reading)*
At Grades 6 and 7

GRADE	N	Pre Test Mean		Post Test Mean		CHANGE IN NCE UNITS	SIGF. LEVEL
		RAW SCORE	NCE UNITS	RAW SCORE	NCE UNITS		
6	241	13.12	37.09	19.69	51.73	14.63	.0001
7	128	10.46	21.94	16.85	39.34	17.40	.0001

*Grade 6: Level 12, Form 5
*Grade 7: Level 13, Form 7

A review of the consultant teacher's worklog revealed service was provided to 29 classroom teachers through 412 classroom visits. Regular scheduled service included demonstrations of instructional techniques and use of social studies curriculum as well as resource materials. Independent activities for weekly concept mastery were provided for each student in each class (N=540).

ADDITIONAL FINDINGS

The social studies consultant teacher was one of 24 educators continent-wide to receive a National Council for Geographic Education Distinguished Teaching Achievement Award for outstanding teaching at a pre-collegiate level. The certificate will be presented at the 1984 annual convention in Toronto, Ontario this October.

The CRITICAL THINKING SKILLS component is designed to provide supervisors and classroom teachers dealing with instructional strategies to enable students to develop critical thinking skills.

- Objective 6: At least 80% of fifth grade teachers participating in inservice activities dealing with instructional stretegies for inquiry teaching will indicate an overall quality rating of 3 or better on a 5 point rating scale.

- Outcome: This objective was considered attained, based on teachers' ratings of the inservice on Instructional Strategy. Ratings of all respondents (N=17) to Planning Instructional Strategies indicated an overall rating of 3 or better on a 5 point scale. (See Appendix D, Instructional Improvement: Planning Instructional Strategies.)

  Examination of project records indicate nine inservice sessions and workshops with 118 participants were organized and presented in collaboration with other projects. Support services were provided for subject supervisors and administrators. Table 5 presents the date, topic, and number of participants served through this component.

TABLE 5
Inservice Workshops*
Critical Thinking Skills

Date	Topic	N Participants
09/19/83	Assessment, Service, Worksheets	12
10/04/83	Critical Thinking* (Individual Conferences)	7
10/19/83	Planning for Instruction	25
11/08/83	Instructional Strategies*	13
04/12&16&17/84	Computer Literacy for Seniors**	45
05/10&15/84	Computer Programming**	16

*Consulted, planned and presented
**Consulted, facilitated

One hundred percent of the responses (N=17) to Planning Instructional strategies indicated an overall rating of 3 or better on a 5 point scale. (See Appendix D, Instructional Improvement: Planning Instructional Strategies.)

ADDITIONAL FINDINGS

The consultant teacher provided the following services:

- selected, assembled, and distributed worksheets, books and other resources to classroom teachers (in 33 schools) to facilitate instructional strategies to enable students to develop critical thinking skills;
- participated on the Computer Literacy Task Force to make provisions for and facilitate five inservice workshops for 61 participants;
- presented to 13 Staff Led Team teachers explanation of instructional strategies for development of critical thinking skills and provided sample worksheets (to be shared with other teachers);
- duplicated and distributed instructional videotapes to 16 schools.

The VIDEO component provides service and training in the use of video equipment for teachers, staff, and students in Chapter 1 schools, and for project coordinators and supervisors/administrators who work in Chapter 1 schools. Assistance in planning and developing video programming, duplication/dubbing, recording and photographing selected programs is also provided. The video technician:

- provides inservice training and assistance in the use of video cassette and tape recorders;
- assists in planning and developing video programming;
- records off-air programming, subject to copyright laws;
- duplicates and dubs video tapes and cassettes subject to copyright laws;
- records for reuse guest speakers and student programs at all school levels;
- maintains an accurate inventory of all equipment and supplies assigned to or on loan to the program.

- Objective 7: Eighty percent of a sample of users of a videotaping service, designed to support instruction for DPPF pupils, will indicate an overall quality rating of 3 or better on a 5 point rating scale.
  - Outcome: This objective was attained, based on ratings of users. Twenty of the twenty-four users (91%) gave the highest rating — "Excellent"—to the overall quality of service. Examination of program records revealed 134 students, 603 teachers, 430 parents, 108 administrators, and 151 community representatives were provided service through video tape; development of ideas, record, review, edit, copy slide presentation. (See Appendix E, Users of Video Services Summary.)

ADDITIONAL FINDINGS

The technician provided video services on:

- November 1-4. 1983, at Bond Court for Chapter 1 Direct Advisory Councils National Collation to approximately 1,500 participants;
- March 7-8, 1984 Grand Rapids, Michigan for Chapter 1 DAC's National Collation to approximately 500 participants;
- May 24, 1984, at Community College for Job Development to approximately 200 students and 50 interviewers;
- May 29, 1984, at Cleveland City Hall Rotunda for the DAC to approximately 100 parents and 15 administrators;
- June 3, 1984, Bond Court for third, sixth, ninth and twelfth grade students CABSE essay winners to approximately 500 administrators, teachers, parents, interested citizens and students,

CONCLUSIONS AND RECOMMENDATIONS

The Classroom support Program provided services in the area of instructional support. The inservice was provided by consultant teachers who:

- demonstrated lessons in the use of curriculum materials and instructional techniques;
- provided supplemental materials and resources;
- presented inservice/workshops;
- interpreted test scores for project participants;
- identified instructional materials to support skill sequence;
- assisted with lesson planning for instruction in relation to students' need.

These services were provided at both the elementary and secondary level. Curriculum materials appropriate for use with urban learners were developed and distributed.

The Classroom Support component had six objectives for the 1983-1984 school year. Analysis of pre-post test results and questionnaire responses indicate that all six objectives were attained. On-site visits, informal interviews and questionnaires revealed positive as well as an enthusiastic student, teacher and principal response.

The evaluator recommends:

- Functional Life Skills and video services develop an effective method of networking the availability of the services;
- English/Reading-Language Arts and Social Studies be continued;
- Secondary English include a diagnostic-precriptive approach to facilitate instruction for student's strengths and weaknesses;
- Instructional strategies component be incorporated in staff development;
- Functional Life Skills continue to update the instructional units.

APPENDIX A
CLASSROOM SUPPORT

Schools Served

DPPF 1983-1984

	Instructional Support			Other Support Services		
Elementary	Reading English	Social Studies	Grades Served	Functional Life	Video Services	Instructional Strategies
1. A. Rickoff						X
2. A. Wayne	X		4			X
3. B. Franklin						X
4. Buhrer					X	
5. C. Roth					X	
6. Case		X	6		X	X
7. C. Dickens						X
8. C. Lake	X		4,6		X	
9. Clark	X		4		X	
10. Corlett						X
11. D. Morgan	X		4			X
12. Denison						X
13. E. Madison	X		4		X	X
14. E. deSauze					X	
15. E. Park						X
16. G. Carver						X
17. Hazeldell						X
18 J. Landis					X	
19. Kentucky	X		4		X	
20. M. Ireland						X
21. M. Seltzer						X
22. M. Sterling		X	6			X
23. M. Martin						X
24. Memphis	X					
25. M. Park	X		4			
26. Milford	X		4		X	X
27. Mt. Auburn					X	
28. Mt. Pleasant						X
29. O.H. Perry					X	
30. Orchard					X	
31. P. Revere						X
32. Scranton					X	
33. Tremont	X		4		X	
34. W. Park					X	X
35. Walton						
36. Warner	X		4		X	
37. Waverly						X
38. Willow	X		4		X	X
39. W. Bryant						X
40. W. Harper					X	X
41. W. Hills						X

APPENDIX A

CLASSROOM SUPPORT

Schools Served
DPPF 1983-1984

	Instructional Support				Other Support Services	
Secondary	Reading English	Social Studies	Grades Served	Functional Life	Video Services	Instructional Strategies
1. A. B. Hart					X	
2. A. Hamilton	X		7	X		X
3. Audubon	X		7	X		X
4. Central	X		7	X		X
5. C. Mooney	X		7	X		
6. C. Eliot						X
7. Empire	X	X	7,7	X		X
8. F. Roosevelt					X	X
9. Fundamental				X		
10. H. Davis	X	X	7,7	X		X
11. Lincoln Jr	X		7	X	X	
12. M. Spellacy	X		7	X		
13. M. King	X		7	X	X	X
14. N. Hale						X
15. N. Baker	X		7		X	X
16. P. Henry		X	7		X	X
17. R. Jamison						X
18. T. Jefferson	X		7	X	X	
19. W. Young						X
20. W. Wright				X		
21. Willson	X		7	X		
1. Aviation				X		
2. Collinwood				X		
3. East					X	
4. Glenville					X	X
5. J. Addams					X	
6. J. Adams						X
7. J. Kennedy				X		X
8. J. Hay						X
9. J. Marshall				X		X
10. Health Ctr.				X		
11. Lincoln-West				X	X	X
12. Max S. Hayes					X	X
13. South						X
14. West Tech				X		X
Special						
1. Cleve Sh Arts						X
2. Cleve Sh Science					X	X
3. Residential				X		

APPENDIX B

Distribution of Functional Life Skills Units 1983-1984

SCHOOLS SERVED	Number of Units Distributed by School					N
	8 Occupational Knowledge N	16 Consumer Economics N	5 Community Resources N	4 Government and Law N	2 Study Skills N	
A. Hamilton					40	40
Audubon					40	40
Aviation	168	176	45	4	2	395
Central	120				40	160
C. Mooney					40	40
Collinwood	270	90	60	60	60	540
Empire					40	40
Fundamental		90				90
H. Davis			40			40
Health Careers	1	1	2			4
J. Kennedy	210	30				240
J. Marshall		30				30
Lincoln Jr					40	40
Lincoln West	30	55				85
M. Spellacy					40	40
M. King	440	510	240	180	150	1,520
N. D. Baker	140	280	420		40	880
T. Jefferson					40	40
W. Technical	8	16	5	4	2	35
W. Wright					40	40
Willson	80					80
Residential Schools	72	144	45	36	12	309
TOTALS	1,539	1,422	857	284	626	4,728

APPENDIX C

SOCIAL STUDIES INSERVICE
CLASSROOM SUPPORT PROGRAM
1983-1984

Classroom Teacher Inservice Survey
Number and Percentage of Teacher Responses
(N=19)

DIRECTIONS: Please circle the number in each line below which indicates your reaction to this session.

	STRONGLY AGREE 5	4	3	2	STRONGLY DISAGREE 1
1. The objective of the inservice sessions were clear.	17(89%)	2(11%)	0	0	0
2. The information provided will be helpful to me in my teaching.	16(84%)	3(16%)	0	0	0
3. The materials introduced and/or developed will be useful.	17(89%)	2(11%)	0	0	0
4. The methods presented will be helpful to me in lesson planning and/or preparing instructional materials.	17(89%)	2(11%)	0	0	0
5. The overall quality of this inservice was excellent.	16(84%)	3(16%)	0	0	0

o What were the most helpful services of this program?

- one-day workshops, clarity of ideas presented by guests speakers.
- materials and consultant teacher support was excellent.
- very clear, direct and concise information.

o What services should be included in this program?

- More classroom visitations, if possible.

APPENDIX D

CLASSROOM SUPPORT
Cleveland Public Schools

INSTRUCTIONAL IMPROVEMENT COMPONENT

Percentage of Teacher Responses
(N=17)

Workshop Title Planning Instructional Strategies

DIRECTIONS: Please circle the number in each line below which indicates your reaction to this session.

	STRONGLY AGREE 5	4	3	2	STRONGLY DISAGREE 1
1. The overall quality was excellent	70%	18%	12%	-	-
2. The objectives were clear	70%	18%	12%	-	-
3. The information provided will be helpful in planning instruction.	70%	18%	12%	-	-
4. Existing skills were refined.	70%	6%	24%	-	-
5. The session was beneficial.	70%	18%	12%	-	-

APPENDIX E
CLASSROOM SUPPORT PROGRAM
Technical Assistance

Users Of Video Services Survey Summary
Percentage of Users Responses
(N=34)

DIRECTIONS: Please rate the Video Services provided by Hiram Bey on a five point rating scale, using the following rating system:

5	4	3	2	1
Excellent		Good		Poor

Circle one value

STATEMENT	RATING				
. Service provided was:	5	4	3	2	1
Punctual	82%	18%	-	-	-
Consistant with expectations	82%	18%	-	-	-
Useful	91%	9%	-	-	-
. Rate the overall quality of service	91%	9%	-	-	-

MMENTS:

- "Extremely cooperative in all ways, has innovative ideas and suggestions, performs over and above required duties with a cheerful attitude;
- Always professional and courteous;
- Service is always excellent and given with great cooperation."

CULTURAL ENRICHMENT EXPERIENCES
DISADVANTAGED PUPIL PROGRAM FUND

AUG 15 1984

1983-1984
FINAL EVALUATION REPORT

Prepared by

Gwendolyn Morton-Watts
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Typed by

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Cleveland Public Schools

RESEARCH AND ANALYSIS DEPARTMENT

July, 1984

CULTURAL ENRICHMENT EXPERIENCES

1983-1984 DPPF Final Evaluation

PURPOSE AND OVERVIEW

The Cultural Enrichment Experiences Project provides activities which enchance and enrich the experience of urban children by:

- transporting pupils to local cultural facilities for art presentations, performances of music, drama and dance;
- bringing art, music, dance and theater experiences into the school to motivate learning;
- providing subject-related experiences to motivate learning.

The contacts are augmented by classroom instructional program activities that occur before and after the motivational-cultural or subject related experience.

The program activities promote understanding important to the development of cultural appreciation and transforms traditional classroom activities into sensory experiences.

SERVICE SUMMARY

Pupils Served: 34,660 Grades Served: 1-12 Years in Operation: 8

Schools: 65 Elementary
23 Jr High
13 Sr High
1 Magnet
102 Total

Staffing: 1 Project Manager, PT
1 Clerk, PT

(See list in Appendix A)

SUMMARY OF FINDINGS

A total of 34,660 elementary, junior high, and senior high school students participated in a variety of cultural enrichment experiences and subject related activities. Students attended events at Severance Hall, Cleveland Playhouse, Ohio Theatre and other sites. Five activities were presented at 45 school sites. The cultural and subject related experiences were incorporated with curriculum and educational activities.

Project services were delivered as proposed. Principals, teachers and students responses to questionnaires and informal interviews about the cultural enrichment experiences were positive. The objective was attained.

OBJECTIVE AND OUTCOME

This project was designed to acquaint students with cultural activities as well as provide subject related experiences to motivate learning. The program finances costs of transportation, admission, and the visitations of professional artist, poets and dance companies to school sites.

- Objective 1: At least 80% of a sample of the teachers of students served by the component will report that they were able to conduct follow-up instructional activities specifically related to the cultural activity attended by their students.

  - Outcome: The objective was considered attained.

    Examination of project records showed that 34,660 students from 102 schools attended cultural and subject related activities. Table 1, on page 3 summarizes the cultural events attended, the number of schools, and the number of students participating.

    Responses of 147 classroom teachers of students served by this component revealed 88% conducted follow-up instructional activities after the students attended the cultural event. Seventy-one percent of the teachers reported preparatory instructional activities were conducted before students attended the cultural event. Sixty-four percent of the teachers indicated that instructional materials were received from the curriculum supervisor. (See Appendix B, Teacher Questionnaire Summary.)

ADDITIONAL FINDINGS

- Ninety-eight elementary staff members from thirty-five Cleveland Public Schools attended two Footpath Dance workshops. The workshops were held at Max S. Hayes on February 7 and Jane Addams on February 8, 1984.

- Three professional artists presented in 15 schools 42 art techniques demonstrations in visual art classrooms to 1,575 students.

- Two students with two teachers from Whitney Young and five students with two teachers from East attended The National History Day Contest in College Park, Maryland, June 13-16, 1984

TABLE 1

Summary of Project Activities Attended, Number of Schools and Number of Students Participating

ACTIVITY	N SCHOOLS	N PUPILS
Severance Hall Concert	51 elementary schools	14,783
Ohio Theatre "Chicken Little"	25 elementary schools	1,500
	20 junior high schools	1,272
	1 senior high school	50
Cleveland Plauhouse "Peter Pan"	8 elementary schools	600
	3 junior high schools	205
Cleveland Playhouse "Amadeus"	2 senior high schools	30
Jewish Community Center "A Flower Path"	32 elementary schools	4,415
Young People's Concert	17 junior high schools	898
Jr. High Choral Festival	20 junior high schools	1,323
Sr. High Choral Festival	10 senior high schools	374
Marching Bands	4 senior high schools	229
*Artists in Residence	2 elementary schools	80
	14 Junior high schools	1,495
*Fairmount Spanish Dancers	9 elementary schools	2,273
	2 junior high schools	385
*Footpath	8 elementary schools	2,157
*Fairmont Dance Jazz Co.	4 elementary schools	200
*Visiting Poets	1 junior high school	90
	4 senior high schoools	570

*Programs presented at school site.

- Five senior high school students attended dance classes at Cleveland State University three days per week for six weeks during the first summer quarter.

- Nelson Cintron, Presidential Scholarship Winner, attended the Presidential Classroom for Young Americans in Washington, D.C.

CONCLUSIONS AND RECOMMENDATIONS

Project services were delivered as proposed. Principals, teachers, and students responses to questionnaires and informal interviews about cultural enrichment experiences were positive. The objective was attained.

A total of 34,660 students in grades one through twelve participated in a variety of cultural enrichment experiences and subject related activities. The cultural and subject related experiences were incorporated with curriculum and educational instruction.

It is recommended that:

- the cultural enrichment experiences be continued and similar activities continue to be the focus.

- monthly summaries of project services be made, to help local project staff and curriculum supervisors distribute services to all Chapter 1 schools and to aid in the collection of evaluation data.

APPENDIX A

SCHOOLS PARTICIPATING IN ACTIVITIES

	AWAY FROM SCHOOLS				AT SCHOOLS				
ELEMENTARY	Severance Hall	Ohio Theatre Chicken Little	Cleveland Playhouse Peter Pan	Jewish Community Center Flower Path	Artist In Residence	Fairmont Spanish	Foot Path	Fairmont Dance Jazz Co.	TOTAL
A. Stevenson	58			207					265
A. Benesch			70						70
A. Rickoff	107			139					246
A. Wayne	266			90			250		606
A. Grdina			65					243	308
A. Ward	200					243			443
B. Franklin	472	60		156	30				718
Brooklawn	130								130
Buhrer	216								216
C. Roth							270		270
Case	289	60							349
C. Dickens							200		200
C. Lake	125								125
Chesterfield	212	60							272
Clark	435	60							495
Corlett				64					64
Cranwood	370								370
D. Morgan	410	60		277				390	1,137
Denison				57					57
Dike								277	277
E. Clark			60				331		391
E. Madison	164	60							224
E deSauze	237			130					367
Euclid Park	292	60					190		542
F. Parkway	150	60						240	450
Fullerton	280	60	65	134					539
F.Edu. Center	243					450			693
Garfield	248			70					318
G. Carver	91			67					158
Gordon	585	60		90		195			930
Gracemount	375								375
Halle				90					90
H. Longfellow	290	60		277					627

Continued on next page

APPENDIX A
SCHOOLS PARTICIPATING IN ACTIVITIES

	AWAY FROM SCHOOLS				AT SCHOOOLS				
ELEMENTARY	Severance Hall	Ohio Theatre Chicken Little	Cleveland Playhouse Peter Pan	Jewish Community Center Flower Path	Artist In Residence	Fairmont Spanish	Foot Path	Fairmont Dance Jazz Co.	TOTAL
H. Montessori							456		456
K. Clement	130	60				249			439
Kentucky	139	60		277					476
Lafayette	262			181					443
M. Ireland		60							60
M. Seltzer						289			289
M. Sterling	240	60	65	67					432
M. Martin	621	60		90					771
M. Bethune	306	60		90					430
McKinley	340			92					456
Memphis	88			92					180
M.Park	185		65	182					432
Milford	396			100					496
M. Cleaveland						286			286
M. Pleasant	455	60							515
N. Hawthorne	335			138			220		693
O. H. Perry	210	60			50				320
Orchard	505	60		277					842
P. Dunbar	783			85					868
R. Fulton	95								95
R. Jones			145						145
S. Howe	235	60					240		535
Tremont	460			223					683
Union	95	60							155
V. Brobst	383			185					568
W. Park	284	60							344
Walton	550								550
Warner	120	60	65						245
Wat.-Lake	625	60		90		200			975
Wm. Harper	253			96		185			534
Willow	156			124					280
Woodland H.						176			176
Cleve Sch Arts	287			180					467
ELEM TOTALS	14,783	1,500	600	4,415	80	2,273	2,157	1.159	26,958

APPENDIX A

SCHOOLS PARTICIPATING IN ACTIVITIES

	AWAY FROM SCHOOLS					AT SCHOOLS			
SECONDARY (Jr. High)	Young People's	Jr. High Choral Festival	Ohio Theatre Chicken Little	Cleveland Playhouse Peter Pan	Artist in Residence	Fairmont Spanish Dance Co.	Visiting Poets	Fairmont Jazz Dancing Co.	TOTAL
A.B. Hart	55	25	65	65					210
A. Hamilton		32			130				162
Audubon	55	91							146
C.F.Shuler	50				90				140
Central	55	53	10	40					158
C.A. Mooney	55	50							105
C.W. Eliot		49			90				139
C.E. Westropp	55	34							89
Clev Sc Arts		50							50
Empire	55	164			60				279
F.D Roosevelt	40	57	25		135				257
H.E Davis		50	40					200	290
J. Gallagher	55	80		100	110				345
Lincoln	55	46			160	100			361
M. Spellacy	55	200	20						275
M.L. King	55	68			95				218
N. Hale					110				110
N.D. Baker	48				80				128
P. Henry			42		120				162
R.H. Jamison	55	40	15						110
T. Jefferson	55	75			140				270
W. Young		40			105		90		235
W. Wright	45	69	55		70				239
Willson	55	50				285			390
TOTALS	898	1,323	272	205	1,495	385	90	200	4,868

APPENDIX A
SCHOOLS PARTICIPATING IN ACTIVITIES

	AWAY FROM SCHOOLS				AT SCHOOLS	
SECONDARY (Sr. High)	SENIOR HIGH CHORAL FESTIVAL	MARCHING BANDS	OHIO THEATRE CHICKEN LITTLE	CLEVELAND PLAYHOUSE AMADEUS	VISITING POETS	TOTAL
Cleve Sch Art	60					60
Collinwood	46	45				91
E. Technical	25					25
Glenville		47				47
J. F. Rhodes	16					16
Jane Addams	35					35
John Adams		47			150	197
John Kennedy	44					44
John Hay				20		20
John Marshall	67		50	10		127
Health Careers					120	120
Lincoln-West	24	90				114
South	30				150	180
W. Technical	27				150	177
SR HI TOTALS	374	229	50	30	570	1,253

APPENDIX B

CULTURAL ENVIRONMENT EXPERIENCES 1983-1984

Teacher Questionnaire Summary
Percentage of Teacher Responses
(N=147)

CIRCLE THE APPROPRIATE RESPONSE TO COMPLETE THE SENTENCE

- Were instructional materials provided for the activity?

YES 64%   NO 36%

PREPARATORY INSTRUCTIONAL ACTIVITIES

- Did you conduct preparatory instructional activity(ies) before the students attended the cultural event?

YES 71%   NO 29%

- If yes, how many class periods were utilized to conduct the activities? An average of 1.5 class periods.

FOLLOW-UP INSTRUCTIONAL ACTIVITIES

- Did you conduct follow-up instructional activities after the student attended the cultural event?

YES 88%   NO 12%

- If yes, how many class periods were utilized to conduct the activities? An average of 1 class period

- Did you enjoy the activity?

YES 100%   NO 0%

DROPOUT PREVENTION:

INTERNAL SUSPENSION ROOM
DISADVANTAGED PUPIL PROGRAM FUND

AUG 15 1984

1983-84
EVALUATION REPORT

Prepared by

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Cleveland Public Schools

DEPARTMENT OF RESEARCH AND ANALYSIS

August, 1984

INTERNAL SUSPENSION ROOM

1983-84 DPPF Evaluation

PURPOSE AND OVERVIEW

Designed to keep suspended students in the regular school environment, the Internal Suspension program operates to provide a school supported alternative to off-campus suspensions. Each of the 40 Internal Suspension rooms (ISR) in 40 secondary buildings is manned by an experienced teacher who helps to clarify the nature of the errant student's problem and connect its relationship to the student's responsibilities in the school. The Internal Suspension program operates to eliminate the necessity to dismiss students with minor infractions from the school premises.

SERVICE SUMMARY

Pupils Served: 8718 **Grades Served:** 6-12 **Years in Operation:** 1

Schools: 40
(see list in Appendix A)

Staffing:
1 Program Manager, FT
40 ISR Teachers, FT
44 ISR Relief Teachers, PT

Total Internal Suspension Room Budget: $1,607,604

SUMMARY OF FINDINGS

The considerable planning involved in the ISR program resulted in the careful execution of the project's implementation procedures. The planned physical attributes of the internal suspension rooms were evident during on-site visitations, and the personnel selection and training and program operations were conducted with an unusually meticulous regard for the program's proposal. Successful implementation and structured operations resulted in the attainment of most program objectives. Because 8718 students of the target population served 14,307 internal suspensions in 40 secondary buildings, out-of-school suspensions were reduced significantly and internally suspended students were able to complete academic assignments during the suspension period.

OBJECTIVES AND OUTCOMES

- Objective 1: The out-of-school rate of suspension for each school will decrease by 10 percent when compared with the building rate of suspension the previous year.

  - Outcome*: This objective was partially attained. The District's secondary out-of-school suspension rate for October, 1982, was 10%. The suspension rate for October, 1983, was 5%, or a total District reduction of 50%. In October, 1982, two secondary schools each recorded a high out-of-school suspension rate of 19%. A total of 18 schools recorded double-digit suspension rates for the same month. One year later the single high suspension rate for a single building was 15%, and only four schools recorded double-digit suspension rates.

    As indicated in Appendix B, in October, 1983, three schools reduced out-of-school suspensions 100%, while nine schools achieved a 70-90% reduction. Twelve schools recorded 50-69% out-of-school suspension reductions. Nine schools did not achieve the 10% reduction in out-of-school suspension in October, 1983. Of the 24 leading schools in Appendix B, six were either major work, magnet, or vocational. Another suspension rate check was completed for the month of March. Findings showed that the out-of-school suspension rate for the District for March, 1983, was 8.5%. For March, 1984, the rate was 6.5%. The 2% rate decrease represented a 23% reduction for the District. Again, three schools reduced out-of-school suspensions 100%, while four schools achieved a 70-90% reduction. Nine schools recorded 50-69% out-of-school suspension reductions and ten schools 10-49% reductions. Sixteen schools recorded either no reductions or reductions below the 10% expressed in the objective.

- Objective 2: No more than 50% of the student suspendees assigned for the first time in 1983-84 to the ISR will be suspended a second time during the 1983-84 school year.

  - Outcome: This objective was attained. According to summarized ISR data, 8718 secondary students were suspended to serve 14,307 ISR suspensions. Of the 8718 students suspended, 4572 (52%) were junior high students, and 4146 were suspended in senior high schools. A total of 3253 (37%) students were suspended a second or more times. Junior high repeaters outnumbered those of senior high ranks 1740 (53%) to 1513. The computed 37% recidivism is well below the 50% rate expressed in the objective.

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*Suspension rates discussed here were computed by dividing the number of suspensions for a given period of time by the school's enrollment for the same period of time. The enrollment data used were provided by computer program PN700C and the bi-weekly No-Show report. All suspension data were provided by the "Current Monthly/YTD Suspension List."

- Additional data analyses revealed that one school had only 6% of its suspendees repeating, while two schools exceeded the 50% objective with rates of 52% and 57%. Five schools had 11-19% of their suspendees repeating, and eight schools experienced repeating rates of 20-29%. Repeating rates of 30-39% and 40-49% were experienced by 12 and 14 schools, respectively.

- Objective 3: This objective was attained. At least 80% of the staff who participated in inservice sessions conducted by the Office of the Assistant Superintendent for Supportive Services will indicate a rating of satisfaction at three or above on a five-point rating scale on all items on an instrument designed to measure the effectiveness of the presentation.

  - Outcome: During the school year, ISR personnel organized and presented ten inservice sessions which were attended by 423 classroom teachers, counselors, and central office personnel. The meetings were conducted by Cleveland Public Schools personnel and external consultants. At the conclusion of each inservice session, participants were asked to complete ten-item reaction sheets which covered items directly related to the effectiveness of each session. Cumulative results of the summarized reaction sheets indicated that participants rated the sessions "excellent" or "above average" across all ten items 86% of the times. Respondents recorded an overall mean satisfaction level of 4.4 of a possible 5.0. The objective's satisfaction rating of three or above on a five-point rating scale was achieved. Inservice topics included "Review of Goals," "Expectations." "Utilizing Test Information," "Assertive Discipline," "Documentation," and "Motivational Activities."

ADDITIONAL FINDINGS

- In the school year 1982-83, all suspensions were out-of-school. During the three months of October, November, and December of the 1983-84 school year, the percents of total District suspension which were out-of-school were 50%, 51%, and 53% respectively. (See Appendix C). For the year, 53% of the total suspension count was out-of-school.

- According to program records, 4572 (52%) of all suspendees were junior high schoolers. These students served 7430 (52%) of the reported 14,307 ISR suspensions.

- Data on internal suspensions by reason and race were maintained through program records from January 30 to May 31. During that period, 7084 (73%) suspensions were served by black students. The 2641 (27%) non-black student suspensions resulted from 24 of the 27 possible causes for suspensions (See Appendix D). No non-black student was suspended for bringing drug abuse paraphernalia to school (reason 22), bringing alcoholic beverages to school (reason 23), or gambling (reason 36). Failure to comply (reason 15) was responsible for more suspensions (3120) than any other single offense. Failure to attend all assigned classes (reason 13) and failure to attend school on time (reason 12) were runner-up suspension cause leaders with 2686 and 1759 suspensions, respectively. As indicated in Appendix D, the range of total suspensions for each of the 27 reasons was two to 3120.

. During the second semester the new program manager instituted a monthly summary reporting form on which data were reported in several various discrete subgroups. Program records indicated that in the months of March, April, and May 6582 in-school suspensions were served by secondary students. Of the total 6582 suspensions, 4863 (74%) were black and 1719 (26%) were of other races. Male student suspensions out numbered female suspension 3835 (58%) to 2747 (42%). Thirty-six hundred one (55%) suspensions were served by students who were repeating, and 760 (12%) suspensions terminated in early exits, or at a time prior to the specified suspension ending time. Two hundred seventy-eight (4%) of the suspended students demonstrated disruptive ISR behaviors and were referred from the ISR to administrators (237 times) and guidance counselors (41 times). Twenty-eight hundred ninety (2890) parent contacts were generated from the 6582 suspensions.

. ISR exiting students (460 males, 51%, and 442 females, 49%) completed reaction forms containing items related to internal suspensions from the student's perspective. The summary of student reactions include:

— Forty-five percent of the ISR suspendees were eight and ninth graders.

— Over one half (62%) had been suspended out-of-school before.

— More than one half (59%) preferred internal suspensions to out-of-school suspensions; 79% said that being suspended to home would not have helped.

— Eight-eight percent said that the ISR teacher had been helpful with class work, while 82% found all needed materials in the suspension rooms.

— Students were asked, "What will you do to prevent being suspended again this school year?" Of those responding to the item, 666 listed positive activities aimed at correcting or changing behaviors which led to suspensions.

- Why do students make choices between home and the ISR?

  Among students choosing the ISR over home, 271 cited a continued means of completing classwork in the ISR as a reason. Other reasons for the ISR choice: Nothing to do at home (17), fear of parents (21), being sent home is no punishment (4), rather be in school (7).

  Over half (62%) of the ninety-five students who chose home over the ISR did so because of fewer restrictions at home.

- Item nine on the reaction sheet asked, "What kinds of things would you say to other students about the Internal Suspension Room?"

  Many students responding to item nine would admonish fellow students to stay away from the ISR because:

    - Of the strict rules (60)
    - Of the jailhouse atmosphere (35)
    - The ISR is very boring (87)
    - It's not a good place to be (37)
    - "It's the pits" (16)
    - Too much work prevents fun (19)

  Ninety-one students thought that the ISR was "okay", even if a great deal of class work was required there. To 26 students, the ISR is "great" and "a nice room", and 18 felt that the ISR was a "good place to get class work done", while 35 thought the ISR was preferable to being sent home. Thirty-three students said that they would say nothing to other students about the ISR's.

- Between October 11 and November 3, 1983, the evaluator spent an average of 36 minutes in each of 41 ISR's to determine the degree and effectiveness of program implementation. Summarized findings of those visits show that:

    - About half (20) of the rooms contained phones; most of the rooms were appropriately located (90%), attractive (83%), business-like (93%), supplied with instructional materials (95%), and supplied with motivational materials (80%).

    - All ISR teachers were using some combination of documentation forms.

- In all instances except one, the principal was supportive of the program.
- Most ISR teachers had experienced parental contacts through either written or phone communications, on-site visits by parents, and home visits by ISR teachers.

CONCLUSIONS

Results from observations, program records, and collected data indicated that program implementation and operations were successful during the first year. The program manager assumed program responsibilities in November and added to the strong personnel component of the program. Continuing and reinforcing the inherited inservice program, the program manager upgraded program documentation procedures and broadened communication avenues among ISR teachers and building administrators.

The number of out-of-school suspensions was cut dramatically and a high majority of suspendees completed most or all assigned classwork for their suspension periods. One of the program's three objectives was almost completely achieved. The other two were completely achieved.

Program results indicated a successful first year, and that important ingredients necessary for a successful second year operation appear to be in place. Some concerns persist, however. So that the delivery of program service may improve in effectiveness in the future, it is recommended that:

- an additional paid mod be considered in junior high budgets to alleviate the unjust coverage burdens placed on those schools;
- because of the high probability of program teacher movement resulting from return to certification areas desires, regular ISR teachers should be selected from the "pool" of teachers so identified for the 1984 fall school openings;
- program documentation and data reporting methods are refined and synchronized with cluster efforts to reduce the time lag in reporting suspension data from the schools;
- data are reviewed and school needs evaluated at the end of the first semester for those schools which report a low pupil assignment to the ISR;
- pupils assigned to the ISR more than three times in one semester are referred to community agencies and supported services for appropriate interventions; and
- a policy statement is developed and implemented supporting the mandatory completion of ISR suspensions.

Appendix A

Schools Served by the Internal Suspension Program

Albert B. Hart
Alexander Hamilton
Audubon
Carl F. Shuler
Central
Charles Mooney
Charles Eliot
Clara Westropp
Empire
F. D. Roosevelt
Harry E. Davis
Joseph M. Gallagher
Lincoln
Margaret Spellacy
Nathan Hale
Newton D. Baker
Patrick Henry
Robert Jamison
Thomas Jefferson
Whitney Young
Wilbur Wright
Willson

Aviation
Collinwood
East
East Technical
Glenville
James F. Rhodes
Jane Addams
John Adams
John F. Kennedy
John Hay
John Marshall
Lincoln-West
Martin L. King
Max Hayes
South
West Technical
Cleve. School of Arts
Cleve. School of Science

Appendix B

Leading Schools in Out-of-School Suspension Rate Reduction in October, 1983

School	1982 Sus. Rate	1983 Sus. Rate	Reduction Difference	% of Sus. - Rate Reduction
1. Whitney Young	3%	-0-	3	100
2. Cleveland School of Arts	2%	-0-	2	100
3. Health Careers	.9%	-0-	.9	100
4. A. B. Hart	17%	1%	16	90
5. Law and Public Service	3%	.4%	2.6	87
6. Partick Henry	14%	2%	12	86
7. James F. Rhodes	11%	2%	9	82
8. Max Hayes	9%	.6%	7.4	82
9. Jane Addams	2%	.4%	1.6	80
10. Nathan Hale	19%	4%	15	79
11. Collinwood	18%	4%	14	78
12. Lincoln Jr.	7%	2%	5	71
13. J. F. Kennedy	16%	5%	11	69
14. Charles A. Mooney	13%	4%	9	69
15. Lincoln-West	9%	3%	6	67
16. Audubon	14%	5%	9	64
17. Thomas Jefferson	19%	7%	12	63
18. C. F. Shuler	8%	3%	5	63
19. John Marshall	15%	6%	9	60
20. Charles Eliot	5%	2%	3	60
21. West Technical	15%	7%	8	53
22. John Adams	16%	8%	8	50
23. Alexander Hamilton	10%	5%	5	50
24. East Technical	8%	4%	4	50

Appendix C

Three-Month Comparison of Suspensions in School years 1982-83 and 1983-84

	October		November		December	
	1982-83	1983-84	1982-83	1983-84	1982-83	1983-84
Out-of-School Suspensions	3760	1884	3738	1994	2749	1772
Internal Suspensions	-0-	1847	-0-	1931	-0-	1575
Total Suspensions	3760	3731	3738	3925	2749	3347
% of Total District Suspensions which were Out-of-School	100	50	100	51	100	53

Appendix D

INTERNAL SUSPENSIONS BY REASON AND RACE
January 30 - May 31

SUSPENSION* CODE	BLACK	% of TOTAL	OTHER	% of TOTAL	TOTAL
11	66	43	87	57	153
12	1,348	77	411	23	1,759
13	1,687	63	999	37	2,686
14	235	75	77	25	312
15	2,371	76	749	24	3,120
21	81	84	15	16	96
22	4	100	0	0	4
23	8	100	0	0	8
24	159	81	38	19	197
25	40	91	4	9	44
26	5	45	6	55	11
31	200	83	40	17	240
32	645	78	179	22	824
33	8	80	2	20	10
34	11	79	3	21	14
35	29	94	2	6	31
36	2	100	0	0	2
37	57	90	6	10	63
38	36	97	1	3	37
41	8	73	3	27	11
42	3	75	1	25	4
43	23	92	2	8	25
44	16	89	2	11	18
45	1	50	1	50	2
46	10	77	3	23	13
47	3	50	3	50	6
48	28	80	7	20	35

*See the next page for translation

Suspension Code Translations

Class I Misbehaviors

11. Smoking tobacco or tobacco substitutes at school

12. Failure to attend school on time and to attend all classes on time

13. Failure to attend all assigned classes

14. Use of abusive or profane language

15. Failure to comply with all REASONABLE directives of school personnel when subject to the authority of the school

Class II Misbehaviors

21. Verbally or physically threatening to injure or harm another person or intimidating another person through fear for personal safety

22. Bringing readily identifiable drug abuse instruments or paraphernalia to school or having such items in his/her possession

23. Bringing alcoholic beverages to school or having alcoholic beverages in his/her possession

24. Inciting violence, causing an interruption of education in the classroom or the school, or interfering with the desegregation process

25. Name-calling, or the making of racial slurs or derogatory statements

26. Intentionally participating in hazing activities

Class III Misbehaviors

31. Intentionally participating in or initiating actions that result in the disruption of the entire school

32. Fighting, hitting, or pushing another student

33. Possession of drugs or counterfeit drugs at school (The principal should be notified in advance whenever students are required to take prescribed drugs at school. Use of such drugs will not be considered as a violation of this responsibility.)

34. Coming to school under the influence of alcoholic beverages

35. Willful possession of stolen property

Class III Misbehaviors (cont'd)

36. Gambling

37. Trespassing

    a. Entering a school to which the student is not assigned without checking with the office; or

    b. Entering a school during school hours from which the student is suspended without checking for clearance from the school principal (Failure to do so will be interpreted as trespassing)

38. Vandalism (Willfully destroying, defacing, or damaging school property or the property of others)

Class IV Misbehaviors

41. Bringing weapons or explosives to school

    This means that AT NO TIME AND UNDER NO CIRCUMSTANCES will students have weapons or dangerous instruments on their persons, in their lockers, on school grounds, in the school building, or in their possession

    A weapon is anything that is commonly used or designed to hurt someone or put someone in fear. Some commonly used weapons are guns, knives, chains, knuckles, clubs, etc.
    Explosives include such items as firecrackers, cherry bombs, etc.

42. Using weapons or dangerous instruments at school

    A dangerous instrument is anything that may not have been specifically designed to hurt someone, but when used intentionally could easily be used to hurt someone or put someone in fear. Examples are belts, combs, compasses, etc. Under unfavorable circumstances, such as tensions in the school or rumors of violence, usually harmless items my be considered dangerous instruments

43. Threatening, striking or assaulting any school staff member

44. An unprovoked attack on another student or intentionally assaulting or causing physical harm or injury to a student

45. Selling drugs or counterfeit drugs at school

46. Intentionally damaging or attempting to damage school property

    Property in this sense refers not only to school-owned property but to any property, public or private, when students are still under the authority of the school. For example, damage to a public bus, to a school bus, or to a private car by students on the way to or from school is considered to be a violation of this responsibility

Class IV Misbehaviors (cont'd)

47. Intentionally burning or attempting to burn school property

    Property when used in this handbook refers not only to school-owned property but to any property, public or private, when students are still under the authority of the school

48. Stealing or extoring, or attempting to steal or extort property

    Extortion means demanding property by threat

CORRECTIVE ACTION A

Class IV offenses can result in suspension of one to ten (1-10) days after due process has been followed. In addition, any student in this category may be recommended for expulsion.

CORRECTIVE ACTION B

If a student has committed a Class IV offense while at school which is either a felony under the laws of the State of Ohio or a violation of the weapons policy of the Cleveland Board of Education, the administrator MUST recommend that such student be considered for expulsion.

EMPHASIS ON LATIN AMERICAN CULTURES
DISADVANTAGED PUPIL PROGRAM FUND

AUG 15 1984

1983-84
EVALUATION REPORT

Prepared by

Francis D. Sullivan
Project Evaluator

Typed by

Paula R. Buckner

Cleveland Public Schools

DEPARTMENT OF RESEARCH AND ANALYSIS

JULY, 1984

EMPHASIS ON LATIN AMERICAN CULTURES

1983-84 DPPF EVALUATION REPORT

PURPOSE AND OVERVIEW

Emphasis on Latin American Cultures is designed to help Hispanic students at three secondary schools to acquire and strengthen skills necessary to improve their academic achievement and to facilitate their adjustment to a new environment. The project aimed to increase student feelings of self-esteem by helping them to appreciate their own heritage while adjusting to a new language and culture. The program provided participants in Grades 7 to 9 with Spanish-as-a-First Language classes to help students maintain their own language and intercultural awareness classes to enable them to compare and contrast the Latin American and North American cultures. Students in Grades 9 to 12 were able to obtain tutorial assistance. Also, the project provided supportive counseling services to all participating students in Grades 7 to 12. Staff members participated in inservice workshops, and parents became involved in the project through parent-staff conferences, parent group meeting, and home visitation.

SERVICE SUMMARY

Pupils Served: 453 Grades Served: 7-12 Years in Operation: 14

Schools: 3 public

(See Appendix A)

Staffing:
1 Project Manager, FT
2 Bilingual Teachers, FT
3 Educational Advisors, FT
2 Educational Aides, FT
1 Clerk, FT

Total DPPF Cost:* Per Pupil Cost:*

SUMMARY OF FINDINGS

The 1983-84 DPPF Emphasis on Latin American Cultures Project fully attained one objective and partially attained the other. Results of pre-/posttest data using the Language Assessment Battery, Level III (Spanish Edition), showed that although students in project-conducted multicultural classes in two junior high schools attained goals in Spanish language facility according to the stated objective, the percentage of students who attained the objective decreased slightly from the previous year. Analysis of data from surveys assessing the relevance, interest, value, and helpfulness of project services administered to project parents and students showed mixed results. Although a high proportion of parents assigned a relatively high composite rating to project services, only half the students, well below the proportion needed for attainment, gave a satisfactory rating. A comparison with the outcomes of the previous year noted some improvements. Nevertheless, a number of recommendations for continued improvement were made.

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*Total and Per Pupil costs not available at the time of this report.

OBJECTIVES AND OUTCOMES

- Objective 1: Grade 7 and 8 students participating in multicultural classes will evidence a mean gain of at least seven NCE's in test score as reflected by pre- and posttest scores obtained on the Language Assessment Battery III (Spanish edition).

  - Outcome: Objective 1 has been attained. Results of pre- and posttest administrations of the Language Assessment Battery, Level III, Spanish Edition (LAB III Español) indicated that multicultural class participants in Grade 7 (N = 53) gained an average of 10.3 NCE units while students in Grade 8 (N = 62) posted an even stronger mean gain of 19.5 NCE units. Table 1, page 3, shows that seventh grade students at Gallagher and Lincoln Junior High Schools had virtually identical mean gains of 10.3 and 10.4 NCE units respectively. Also, eighth grade students at the two schools posted comparable gains of 21.1 NCE units at Gallagher and 17.9 NCE units at Lincoln. The percentage of students in each class who met or surpassed the 7-NCE criteria for attainment of the objective ranged from 53.3% (Lincoln, Grade 8) to 72.2% (Gallagher, Grade 7).

- Objective 2: Eighty percent (80%) of a sample of student in grades 7-12 and fifty percent (50%) of a sample of parents will indicate an average rating of 5.5 or better on a 7-point rating scale assessing the relevance, interest, value, and helpfulness of project services.

  - Outcome: Objective 2 has been partially attained. Parents who completed the 1983-84 Latin Cultures Parent Survey (N = 109) provided an overall rating of 5.9 on a scale of 1 to 7. In assigning this strongly positive rating, 73% of the respondents perceived that the multicultural classes and tutoring and counseling services provided by the project often (but not always) were relevant, interesting, valuable, and helpful to their children. Table 2, Appendix B, summarizes the results of the Latin Cultures Parent Survey. A copy of the Parent Survey, showing the mean rating for each item, is reproduced in Appendix C. In contrast, project participants who completed the 1983-84 Latin Cultures Student Survey provided an overall rating of 5.4, barely below the 5.5 rating needed for attainment of the objective. Moreover, only 52.5% of the students assigned a composite rating of 5.5 or more in assessing the multicultural classes and tutoring and counseling services. By comparison, the stated objective requires that at least 80% of the respondents provide the 5.5 rating for attainment. Table 3, Appendix B, summarizing the results of the Student Survey, indicates that participants in only one of the

Table I

DPPF Latin Cultures Project

Language Assessment Battery, Level III, Spanish Edition (LAB III Español)

RESULTS OF PRE - AND POSTTEST ADMINISTRATION TO PROJECT STUDENTS IN MULTICULTURAL CLASSES

(Mean NCE Scores)

School	Grade	N	Pretest	Posttest	Gain	Percent of Gains ≥ 7 NCE's
Gallagher	7	36	40.3	50.6	10.3	72.2%
	8	32	43.0	64.1	21.1	68.8%
Lincoln	7	17	63.1	73.5	10.4	58.8%
	8	30	58.9	76.8	17.9	53.3%
Grade Totals	7	53	47.6	57.9	10.3	67.9%
	8	62	50.7	70.2	19.5	62.9%

three schools attained the 5.5 rating. No school reported attainment of the 80% criterion. A copy of the Student Survey, showing the mean rating for each item, is reproduced in Appendix C.

ADDITIONAL FINDINGS

A comparison of the results of the LAB III Español, reported in the outcomes of Objective 1 in 1983 and in 1984, revealed the following information:

- Mean NCE gains increased in both Grade 8 multicultural classes but decreased in both Grade 7 classes. Project-wide, the mean NCE score gain increased by 3.5 units from 1983 to 1984.
- The percentage of seventh and eighth grade multicultural class students who gained 7 NCE units from pre- to posttest decreased in three of the four classes. Only the percentage posted by the Grade 8 students at Lincoln Junior High School increased, from 51.5% in 1983 to 53.3% in 1984. The net percentage of students who attained the objective decreased from 67.5% in 1983 to 65.2 % in 1984.

Parent participation in the Latin Cultures Parent Survey increased greatly, from 43 respondents in 1983 to 109 réspondents in 1984, a 253% increase. This increase can be attributed directly to the efforts of project staff.

A comparison of the composited results of the Parent Survey and the Student Survey (See Appendix B, Table 2 and Table 3), showed that 73.4% of the parent respondents (N = 109) rated project services at a relatively high level of 5.9 on a scale of 1 to 7. On the other hand, 52.5% of the student respondents (N = 282) rated project services at a 5.4 level. The apparent discrepancy between the results of the Parent Survey and of the Student Survey seems to indicate that parents perceived a greater value in project services than did the participants.

A number of students, recipients of Latin Cultures project services, received honors for their academic achievements:

- Nelson Cintron, Grade 12 student at Lincoln-West high School, participated in the Presidental Classroom Program. Activities were held in Washington, D.C., from March 10-17, 1984.
- Nancy Mendez, eighth grade student at Lincoln Junior High, received an ABC Scholarship to attend high school at St. Mark's Academy, Southborough, Massachusetts.
- Francisco Maisonet, student at Lincoln-West High School, won a first-place award in a state-wide science competition.

- Oscar Medrano, student at Lincoln-West, won a first-place award in a city-wide Industrial Arts competition.

Angel Torres, Educational Advisor at Gallagher Junior High received a staff award for achieving a 2-year perfect attendance record.

CONCLUSIONS

The evaluation results indicated that the program fully attained one objective and partially attained the other. Strong Spanish language gains appeared to have occurred at both levels, Grade 7 and Grade 8, in the two project junior high schools as a result of the Latin Cultures Multicultural Classes. Although the mean NCE score gains for all four classes on the Language Assessment Battery, Level III, Spanish Edition, were in excess of the 7-NCE unit criterion for attainment, the percentage of students who achieved the criterion dropped slightly from 67.5% in 1983 to 65.2% in 1984.

The project achieved partial success in attaining the specifications of the second objective. Parents generally held positive perceptions of project multicultural classes and tutorial and counseling services. Seventy-three percent of the parents who completed the survey, well above the 50% criterion for success, assigned a relatively strong 5.9 composite rating, in excess of the specified 5.5 rating required for attainment. However, the ratings of participating students indicated that their view of project services differed from the perceptions held by their parents. Overall, students rated project services at the 5.4 level, just below the 5.5 atttainment level. Also, only 52.5% of the students, far below the 80% needed for attainment, assigned composite ratings which lay at 5.5 or more. Parents, rather than students, appeared to perceive project services as more relevant, interesting, valuable, and helpful to the students.

A number of Latin Cultures students have received academic awards.

The following recommendations are made:

- Continue the project.
- Resolve scheduling problems at the junior high school level to permit all eligible students to be enrolled in Latin Cultures multicultural classes.
- Continue the effort (beginning to realize success) to acculturate parents to the need to increase their awareness and involvement in the educational processes of their children in the schools.
- Strive to raise the percentage of students who attain the stated Spanish language facility objective, as indicated by pre-/posttest performance on the LAB III Español, by

means of intensive tutoring where needed or other strategies.

- Continue to study project services and activities to determine sources of possible student dissatisfaction, with the intent of eliminating the apparent discrepancy between low student and high parent perceptions of the relevance, interest, value, and helpfulness of project services.

APPENDIX A

SCHOOLS SERVED BY THE PROJECT

Joseph M. Gallagher Junior High School

Lincoln Junior High School

Lincoln-West High School

APPENDIX B

Table 2

1983-84 Parent Survey

MEAN RATINGS OF THE EFFECTIVENESS OF PROJECT SERVICES TO STUDENTS AS PERCEIVED BY PARENTS

SCHOOL	GRADE	N	COMPOSITE MEAN RATING*	PERCENT RATING ≥ 5.5
Gallagher	7	15	6.1	86.7%
	8	18	5.4	61.1%
	9	1	5.5	100.0%
SCHOOL TOTAL		34	5.8	73.5%
Lincoln	7	15	5.4	60.0%
	8	33	5.9	75.8%
	9	14	5.9	78.6%
SCHOOL TOTAL		62	5.8	72.6%
Lincoln-West	10	7	5.9	57.1%
	11	5	6.7	100.0%
	12	1	7.0	100.0%
SCHOOL TOTAL		13	5.9	73.2%
PROJECT TOTAL		109	5.9	73.4%

*Rating Scale: 1 = Low; 7 = High

APPENDIX B

Table 3

DPPF Latin Cultures Project

1983-84 Student Survey

MEAN RATINGS OF THE EFFECTIVENESS OF PROJECT SERVICES REPORTED BY STUDENTS

SCHOOL	GRADE	N	COMPOSITE MEAN RATING*	PERCENT RATING ≥ 5.5
Gallagher	7	40	5.6	62.5%
	8	31	4.5	19.4%
	9	22	5.5	50.0%
SCHOOL TOTAL		93	5.2	45.2%
Lincoln	7	28	5.2	50.0%
	8	36	5.2	50.0%
	9	22	5.5	68.2%
SCHOOL TOTAL		86	5.3	53.5%
Lincoln-West	10	43	5.5	46.5%
	11	36	5.7	63.9%
	12	24	6.0	70.8%
SCHOOL TOTAL		103	5.7	58.3%
PROJECT TOTAL		282	5.4	52.5%

*Rating Scale: 1 = Low; 7 = High

APPENDIX C

ESCUELAS PUBLICAS DE CLEVELAND

Enfasis en Culturas Latinoamericanas

1983-84

ENCUESTA PARA LOS PADRES

Composite Ratings

Querido Padre:

Nos complace el que su hijo/a esté participando de el programa Enfasis en Culturas Latinoamericanas. Queremos saber cuál es su opinión acerca del programa. Por favor conteste las siguientes aseveraciones. Marque el encasillado que tenga el número que más se acerca a su contestación.

Cuando haya terminado, devuelva esta encuesta al maestro/a de Culturas Latinas de su hijo/a, o al consejero de la escuela donde asiste su hijo/a. Muchas gracias por su cooperación.

DIRECCIONES: USE LA SIGUIENTE CLAVE PARA CONTESTAR EL EJERCICIO:

0 = No aplica
1 = Nada
2 = Casi nada
3 = Poco
4 = No estoy seguro
5 = Regular
6 = Bastante
7 = Mucho

Conteste cada aseveración marcando el encasillado con el número que más se acerca a su contestación.

VEA EL SIGUIENTE EJEMPLO.

EJEMPLO: Me encanta el arroz con pollo en la comida. [0] [1] [2] [3] [4] [5] [✓ 6] [7]

PARTE I: SI SU HIJO/A ESTA EN LOS GRADOS 7-8, EMPIEZE EN LA PARTE I Y CONTESTE TODAS LAS PREGUNTAS DEL 1 AL 11.

1. Las clases de Culturas Latinas han enseñado a mi hijo/a a obtener un mejor conocimiento sobre nuestra cultura y la de otros pueblos.
   N = 89 6.2
   [0] [1] [2] [3] [4] [5] [6] [7]

2. Creo que las clases de Culturas Latinas han sido de interés para mi hijo/a.
   N = 91 6.0
   [0] [1] [2] [3] [4] [5] [6] [7]

3. Las clases de Culturas Latinas han ayudado a que mi hijo/a aprecie nuestra cultura y las culturas de otros pueblos.
   N = 12 5.8*

PARTE II: SI SU HIJO/A ESTA EN LOS GRADOS 9-12, COMIENZE EN LA SEGUNDA PARTE.

4. Los servicios de tutoría que mi hijo/a recibió durante sus cursos de Culturas Latinas le ayudaron a hacer un mejor trabajo en aquellas asignaturas donde más ayuda necesitaba.
   N = 48 6.0
   [0] [1] [2] [3] [4] [5] [6] [7]

POR FAVOR CONTINUE EN LA SIGUIENTE PAGINA.

*The response was inadvertently omitted by the typist.

5. Los servicios de tutoría que mi hijo/a recibió a través del programa de Culturas Latinas le ayudaron a mantenerse interesado en las clases.
N = 50 6.3
[0] [1] [2] [3] [4] [5] [6] [7]

6. Los servicios de tutoría que mi hijo/a recibió a través del programa de Culturas Latinas le ayudaron a mejorar destrezas que le permitieron hacer un mejor trabajo en la escuela.
N = 53 6.0
[0] [1] [2] [3] [4] [5] [6] [7]

PARTE III: LOS PADRES DE TODOS LOS ESTUDIANTES DEL PROGRAMA DE CULTURAS LATINAS DE LOS GRADOS 7-12, DEBEN RESPONDER A TODAS LAS ASEVERACIONES DE LA PARTE III.

7. Los consejeros del programa de Culturas Latinas proveyeron a mi hijo/a con los servicios de consejería que más necesitaba para hacer un buen trabajo en la escuela.
N = 106 5.7
[0] [1] [2] [3] [4] [5] [6] [7]

8. Los consejeros del programa de Culturas Latinas le ayudaron a mi hijo/a a mantenerse interesado en la escuela.
N = 102 5.8
[0] [1] [2] [3] [4] [5] [6] [7]

9. Los consejeros del programa de Culturas Latinas proveyeron a mi hijo/a los servicios que le ayudaron a tener un mejor conocimiento de sí mismo y de otra gente de la comunidad y de la escuela.
N = 103 5.8
[0] [1] [2] [3] [4] [5] [6] [7]

10. Por favor marque el encasillado que está al lado del nombre de la escuela a la cual asiste su hijo/a.

	N
[1] Gallagher Junior High	33
[2] Lincoln Junior High	62
[3] Lincoln-West High	13

11. Por favor marque el encasillado que está al lado del grado que cursa su hijo/a.

[7] Grado 7	30
[8] Grado 8	51
[9] Grado 9	14
[0] Grado 10	7
[1] Grado 11	5
[2] Grado 12	1

Por favor pida a su hijo/a que lleve este cuestionario a su maestro/a de Culturas Latinas, o al consejero de la escuela a la cual asiste.

CLEVELAND PUBLIC SCHOOLS
Emphasis on Latin American Cultures
1983-84
STUDENT SURVEY
Composite Ratings

Dear Student,

We are pleased that you are participating in the Emphasis on Latin American Cultures Project. We now wish to know how you feel about the program. Please respond to the following statements by filling in the box containing the number that best describes your feeling about the item.

After you have finished, please return this survey to the Latin Cultures teacher or to the Educational Advisor in your school. Thank you for your help.

DIRECTIONS: RESPOND TO ALL ITEMS USING THIS KEY:

Be sure to mark your response by filling in the box containing the number that best describes your feeling about an item.

SEE THE SAMPLE BELOW.

0 = No service given
1 = Never
2 = Rarely
3 = Seldom
4 = Not sure
5 = Sometimes
6 = Often
7 = Always

SAMPLE: I love to eat chicken with rice for dinner. [0] [1] [2] [3] [4] [5] ■ [7]

PART I: STUDENTS IN GRADES 7 - 8 ONLY: BEGIN WITH PART I.

			N
1. The Latin Cultures classes have succeeded in teaching me to better understand my culture and the cultures of other people.	5.6	[0] [1] [2] [3] [4] [5] [6] [7]	154
2. I believe the Latin Cultures classes have been interesting.	5.3	[0] [1] [2] [3] [4] [5] [6] [7]	150
3. The Latin Cultures classes have helped me to appreciate my culture and the cultures of other people.	5.5	[0] [1] [2] [3] [4] [5] [6] [7]	148

PART II: STUDENTS IN GRADES 9 - 12: BEGIN WITH PART II.

4. The tutoring services obtained through Latin Cultures helped me understand school subjects better when I needed help.	5.8	[0] [1] [2] [3] [4] [5] [6] [7]	112
5. The tutoring services obtained through Latin Cultures were able to keep my interest.	5.5	[0] [1] [2] [3] [4] [5] [6] [7]	118
6. The tutoring services obtained through Latin Cultures helped me improve my skills necessary to do well in school.	5.7	[0] [1] [2] [3] [4] [5] [6] [7]	115

PLEASE CONTINUE ON THE OTHER SIDE IF THIS PAGE.

APPENDIX C (Continued)

PART III: ALL LATIN CULTURES STUDENTS IN GRADES 7 - 12 SHOULD RESPOND TO THE ITEMS IN PART III.

			N
7. The Latin Cultures Educational Advisors provided me with the kinds of counseling services I needed most to help me do well in school.	5.3	[0] [1] [2] [3] [4] [5] [6] [7]	265
8. The Latin Cultures Educational Advisors helped me keep interested in school.	5.0	[0] [1] [2] [3] [4] [5] [6] [7]	265
9. The Latin Cultures Educational Advisors provided services that helped me to better understand myself and other people in the community and in school.	5.2	[0] [1] [2] [3] [4] [5] [6] [7]	262

10. Please mark the box beside the name of the school you attend.

[1]	Gallagher Junior High	[1]	93
[2]	Lincoln Junior High	[2]	85
[3]	Lincoln-West High	[3]	25

11. Please mark the box beside the grade you are in now.

[7]	Grade 7	[7]	68
[8]	Grade 8	[8]	67
[9]	Grade 9	[9]	43
[0]	Grade 10	[0]	9
[1]	Grade 11	[1]	12
[2]	Grade 12	[2]	4

Please return this questionnaire to your Latin Cultures teacher or to the Educational Advisor in your school.

KINDERGARTEN REINFORCEMENT

AUG 15 1984

1983-84
EVALUATION REPORT

Prepared by

Reba Garvey
Project Evaluator

Cleveland Public Schools

DEPARTMENT OF RESEARCH AND ANALYSIS

July, 1984

KINDERGARTEN REINFORCEMENT

1983-1984 DPPF Evaluation

PURPOSE AND OVERVIEW

This project was designed to promote optimal development of disadvantaged children's basic learning skills relevant to successful subsequent school experiences, by providing kindergarten teachers with: supplementary instructional materials, differentiated inservice, and supportive-staff assistance. Educational aides (38) assigned to 47 schools assisted teachers in meeting children's special needs. This year, in 13 schools, supplementary teacher-time was provided to "pilot" the effectiveness of full-day kindergarten. Improvement of cognitive functioning, especially language facility, was emphasized. Active involvement of parents was promoted.

SERVICE SUMMARY

Pupils Served: 6,313
Grades Served: K
Years in Operation: 17

Schools: 86 public
(See Appendix A.)

Staffing:
1 Coordinator (Project Manager), FT
2 Instructional Specialist, FT
1 Reading Specialist, FT
1 Speech Therapist, PT
1 Supportive Services Specialist, FT
2 Social Worker, FT
38 Teacher, PT (50%)
38 Educational Aide, FT
2 Clerk, FT
1 Laborer/Specialist, PT (50%)

Total DPPF Cost: $1,531,481 (6/28/84)
Per Pupil Cost: $242.59

SUMMARY OF FINDINGS

Because of more urgent responsibilities to children of teachers new to the project and/or to full-day programing, project central staff was able to utilize the observation checklist with only 48.5% of the teachers during the first semester, not the 60% proposed (Objective 2). Both product objectives, however, were attained.

- Of 285 children who scored below-average on the MRT Pre-reading Composite in the fall, 233 (81.7%) scored average or above in the spring--exceeding the proposed 50% (Objective 1).
- On the same standardized measure, the mean score for full-day pupils was significantly higher than half-day in the spring, although there had been no significant difference in the fall (Objective 3).

Supplementary data analyses indicated that pupil attendance and adult-time-per-child were variables significantly affecting children's progress in development of skills.

OBJECTIVES AND OUTCOMES

During 1983-1984 a total of 6,313 children were enrolled in 219 kindergarten classes in 86 "regular" public elementary schools of the district. Thirty-eight educational aides were assigned to 47 of these schools to assist teachers in working with "targeted" pupils--i.e., those who had demonstrated mastery of five or fewer (of 13) language skills and/or other special need(s). In the fall, teachers reported class enrollments ranging from 17 to 52, yielding an average of 29 (compared to 30.5 at the same time of the previous year).

In October, 1983 kindergarten teachers identified members of a projectwide sample of children, according to the evaluator's instructions--to insure impartiality and some measure of randomness. The total sample of 793 pupils (from all 86 schools) represented approximately 13% of the enrollment at that time. By May, 1984, 757 (95.5%) of the original sample remained in the school system, though 48 (6.1%) had transferred to another building. Background information and pre-post measurements were collected and compiled for children in the sample; these data were analyzed in a variety of ways, particularly in reference to attainment of the first and third project objectives. (See: Appendix B, Sample Demographics.)

- Objective 1: At least 50% of the pupils who scored below-average (stanines 1-3) on Metropolitan Readiness Tests, Level I, Pre-reading Skills Composite in October will score at least average (stanine 4 and above) on Metropolitan Readiness Tests, Level II, Pre-reading Skills Composite administered citywide in May.

  - Outcome: This objective was attained--in fact, exceeded.

    All parts of the Metropolitan Readiness Tests contributing to the Pre-reading Skills Composite score were completed in both fall and spring by 710 pupils in the sample. Of these, 285 (40.1%) scored below-average (stanines 1-3) in the fall. Of this below-average group, 233 (81.7%) scored in or above stanine 4 in the spring. In fact, 18 (6.3%) of those below-average on the pre-test moved to above-average (stanines 7-9) on the post-test.

- Objective 2: The Instructional Specialists/Consultants will use an observation checklist at least once with 60% of the teachers during the first semester, to facilitate sequential planning for children.

  - Outcome: This objective was not attained. Consultants' reports submitted through the Coordinator indicated that the Observation Checklist had been used with 65 (48.5%) of 134 teachers by the end of the first semester.

- Objective 3: The average score of pupils who attend kindergarten full-day will be higher than the average of pupils who attend the traditional half-day.

  - Outcome: This objective was attained.

    Mean scores are presented in Table 1 on the following page.

TABLE 1

KINDERGARTEN REINFORCEMENT: 1983-1984

METROPOLITAN READINESS TESTS: PRE-READING COMPOSITE

FULL- AND HALF-DAY KINDERGARTEN
PRE-POST MEAN RAW SCORES

GROUP		FULL-DAY			HALF-DAY			COMPARISON		
		N	M	%-ILE	N	M	%-ILE	Diff.	t	Signif. Level
--TOTAL--	PRE	259	48.32	39	488	46.84	38	1.48	1.35	----
	POST	250	55.98	63	459	52.97	57	3.00	3.28	.001
-REGULAR-	PRE	203	49.22	40	403	47.30	38	1.92	1.61	----
	POST	199	56.48	64	382	52.67	56	3.81	3.73	.001

NOTE: Possible score on PRE (Level I) = 76, on POST (Level II) = 73.
PR = percentile corresponding to mean raw score--national norms.
TOTAL = all pupils in projectwide sample.
REGULAR = all pupils in the sample not in special, ESL-served or magnet schools and not in Lau or Computer-Pilot-Project classes.

On the Metropolitan Readiness Tests, the mean Pre-reading Composite scores for full-day are higher than those for half-day, as proposed. The absence of a statistically significant difference between the groups on the pre- and the presence of such a difference on the post-test reflect favorably on the full-day operation.

Attainment of this objective was further substantiated by analyses comparable to those reported above for the first objective. Of pupils scoring "below-average" (stanines 1-3) on the Metropolitan Readiness Tests Pre-reading Composite (Level I) pre-test, 86.0% of those in full-day kindergarten and 80.6% of those in half-day classes scored "average" or better (stanines 4-9) on the Level II post-test. (See Table 2.) Furthermore, a larger proportion of full-day than half-day pupils who scored "average" on the pre-test rated "above-average" (stanines 7-9) on the post-test: 60.1% and 38.9%, respectively. Application of chi-square tests verified the statistical significance ($p < .01$) of these differences favoring the full-day program.

TABLE 2

KINDERGARTEN REINFORCEMENT: 1983-1984

METROPOLITAN READINESS TESTS: PRE-READING COMPOSITE

FULL- AND HALF-DAY KINDERGARTEN POST-TEST STATUS OF PUPILS SCORING AVERAGE OR BELOW-AVERAGE ON PRE-TEST

	FULL-DAY		HALF-DAY	
	N	%	N	%
Pupils scoring below-average on pre-test and average or above-average on post-test	74/86	86.0%	158/196	80.6%
Pupils scoring average on pre-test and above-average on post-test	83/138	60.1%	82/211	38.9%

Note: Below-average = stanines 1-3; average = stanines 4-6; above-average = stanines 7-9.

The median gain in mastery of 13 language skills (based on a checklist completed by teachers in the fall and updated throughout the year) was 6.91 for 420 half-day and 6.17 for 209 full-day pupils. The median number of skills mastered by May, however, was slightly higher for the full-day group--11.67 vs. 10.62--possibly just reflecting a similar difference in the fall ratings.

ADDITIONAL FINDINGS

The evaluation of Kindergarten Reinforcement for 1983-1984 was directed toward several questions beyond mere attainment of the proposed objectives. These questions pertained to such concerns as: the performance of various sub-groups of children, the progress of children in quantitative skills and the effects on pupil-performance measures of situational variables (*e.g.*, prekindergarten experience, attendance, class-size, assignment of an educational aide). Results of exploratory analyses in these areas have been highlighted below.

Sub-groups: Pre-reading Composite Score

Percentages of children in various sub-groups scoring below-average (stanines 1-3) on the Metropolitan Readiness Tests Pre-reading Composite, Level I pre-test who subsequently scored average (stanines 4-6) or above-average (stanines 7-9) on the Level II post-test have been compiled. Also, percentages of pupils scoring average on the pre-test and above-average on the post-test have been calculated. (See Appendix C.)

- Among pupils below-average on the pre-test, a larger percentage of Black than "Other" pupils reached stanine 4 or higher on the post-test, while a larger percentage of Hispanic children moved to above-average (stanine 7-9).
- Similarly, a larger percentage of males moved from below-average to stanine 4 or higher, while a larger proportion of females progressed to above-average (stanine 7-9).
- The percentages of children enrolled in Lau Kindergarten Centers or in Computer Pilot Project classes showing these kinds of progress exceeded the percentages for the projectwide sample.

Quantitative Skills

Development of children's skills with numerical, as well as verbal, language was emphasized in the Kindergarten Reinforcement program. Instruction was guided by a list of skills, each child's mastery of which was assessed in the fall and updated throughout the year. In the fall, the median number of skills already mastered (by 684 pupils) was 4.95 of the 16 listed. For 572 pupils for whom a spring rating was available, the median was 14.62 skills mastered, indicating an average gain of 7.67 skills by May.

The only standardized pre-measure in this area was the Metropolitan Readiness Tests (Level I) Quantitative Language subtest of 11 items--with sufficient reliability only for group-comparisons. The post-measure was the MRT (Level II) Quantitative Skills Area score, based on 24 items organized into two subtests. As with the Pre-reading Composite, mean scores favored the full-day group--on pre- and well as post-test. (Three of the four differences, shown in Table 3, are statistically improbable but, in the light of small numbers of items and large numbers of children, probably not truly significant!)

Prekindergarten Experience

Of the 122 ECIA Chapter 1 Child Development "graduates" in the Kindergarten Reinforcement sample, 40 scored below-average on the MRT (Level I) Pre-reading Composite. Of these 40, 85.0% scored average or above-average on the Level II post-measure. Of 71 (58.2% of the group) who scored average on the pre-, 47.9% moved to above-average on the post-test. These percentages exceed those for the total project sample, as shown in Appendix D.

Children in in the projectwide sample who teachers reported had been enrolled in Child Development or some other prekindergarten program during 1982-1983 scored higher on all four pre-measures than children who had had no prekindergarten experience. Application of t-tests revealed significant differences on MRT Level I Quantitative Language and Pre-reading Composite scores, as well as on fall teacher-assessments of language and mathematics skills.

TABLE 3

KINDERGARTEN REINFORCEMENT: 1983-1984

METROPOLITAN READINESS TESTS: QUANTITATIVE

FULL- AND HALF-DAY KINDERGARTEN PRE-POST MEAN RAW SCORES

GROUP		FULL-DAY		HALF-DAY		COMPARISON		
		N	M	N	M	Diff.	t	Signif. Level
TOTAL	PRE	258	6.85	488	6.40	.45	2.25	.025
	POST	252	16.37	459	16.07	.30	.08	----
REGULAR	PRE	202	7.10	403	6.44	.66	3.06	.002
	POST	199	16.86	382	15.91	.95	2.40	.017

NOTE: The possible score on PRE (MRT Level I, Quantitative Language) = 11, on POST (MRT Level II, Quantitative Skills Area) = 24. The standard errors of measurement reported by the publisher are 1.3 and 2.5 raw score points, respectively.

TOTAL = all pupils in the sample.
REGULAR = all pupils in the sample not in special, ESL-served or magnet schools and not in Lau or Computer-Pilot-Project classes.

Attendance

In days attended, there was no significant difference between Kindergarten Reinforcement groups who had participated in Child Development and those who had been enrolled in some other prekindergarten program during 1982-1983. However, the average days attended by those who had completed Child Development or another prekindergarten were significantly higher ($t = 3.67$, $p = .000$) than those who had had no prekindergarten experience.

Effects of attendance may have been reflected in the percentages of students scoring below-average on the MRT (Level I) Pre-reading Composite and rating average or above-average on the post-test (Level II), as well as in the percentages of those scoring average on the pre-test and above-average on the post-measure. (See Appendix D.) Groups of pupils attending at least 76% of the time did show greater percentages of children moving up one--or even two--stanine band(s) from pre- to post-test.

Class Size

At one time, a class size of 22 was considered ideal for kindergarten in this school system. For the Kindergarten Reinforcement sample, mean scores on selected variables were compared in relation to class-size: 22 or fewer children vs. 23 or more pupils. The variables included: pre- and post-scores on the MRT Pre-reading Composite, (post-) MRT Quantitative Skills Area and days attended. Means were calculated separately for full- and half-day kindergarteners, using scores only from schools/classes with no special programs and no aide assigned. Application of t-tests revealed no significant differences between the small- and large-size classes, whether full- or half-day.

Aides

Approximately 17% of the pupils in the sample were enrolled in classes with a full-time aide, 33% with a part-time aide (usually 2 or 3 days per week), and approximately half with no aide assigned. (See Appendix B.) The percentages by stanine-band reported in Appendix D indicated that a larger proportion of children below-average on the fall pre-reading score moved to above-average by May in the classes with a full-time aide. More children average on the pre-test scored above-average on the post-measure in classes with either a full-time aide or no aide. Such comparisons must be treated with caution, however, since aides were assigned to sites appearing to have the greatest need--*i.e.*, the greatest numbers of "targeted" children.

Interactions, Regressions and Created Variables

Just as the assignment of aide-time was partially contingent upon class-size (as implied above)--so that "aide days per week" may be a less-than-useful variable *per se*, regression analyses verified the interrelatedness of many variables in attempts to assess ("predict") children's scores at the close of a period of project service. Many analyses were completed in an effort to appraise the impact of several variables and their interactions on pupils' post-measures.

As expected, the single variable most highly correlated with each post-measure was the corresponding pre-measure. These r's ranged from .634 to .650 for the MRT Pre-reading Composite, Levels I and II. For the Quantitative Skills Area (post-) and Quantitative Language (pre-), they ranged from .535 to .592, while for teacher-ratings of skills mastery ranges were from .456 to .491 in mathematics and .369 to .459 in language. (All r's were statistically significant. Variations occurred because of varying N's having complete data for designated runs.) Thus, approximately 40-42% of the variability on the spring pre-reading measure was attributable to the pretest. Similarly, 29-35% of the variability on the Quantitative Skills Area (spring) was attributable to Quantitative Language (fall).

Exploratory studies in the past--and common sense--indicated that the impact of adults (*i.e.*, aides and teachers) on children's learning is at least somewhat contingent upon the number of adults in relation to the number of children, along with the frequency and duration of their contact. A variable was created, ADTIME (assigned adult-time per enrolled child), to express in one number three of these four variables. Arithmetically, it representedthe teacher-days-per-week plus the aide-days-per-week, divided by class size (October enrollment). To permit gross analyses, these ADTIME figures were categorized into five "quality classifications," designated QUADTIME. Percentages of children scoring average on the fall measure of pre-reading and above-average on the post-measure were greater for pupils whose QUADTIME was medium to high, in comparison with those having low or low-medium QUADTIME. (See Appendix D.)

For the projectwide sample, one regression design included--in addition to pre-post MRT Pre-reading Composite scores--attendance, ADTIME, age, sex, race and interactions among the independent variables. In addition to the pre-test, attendance, ADTIME and their interaction contributed significantly to the "prediction" of the post-test score. The per cent of post-test variability accounted for was increased from 42.3% to 44.4%. Inclusion of the other variables and interactions raised the per cent of variability accounted for by only another 1.3 percentage points with these 687 cases.

Another regression design included the pre-post measures in the quantitative area, along with all the others listed just above. Beyond the pre-test--which accounted for 28.6% of the post-test variability for these 688 pupils--attendance made the greatest contribution (although accounting for anly another 0.7% of the variability). Including race-sex-attendance interaction accounted for another 0.6% of the variability, bringing to 29.9% the total variability in the post-test accounted for by the (three) variables making a significant contribution to the regression equation.

Several additional regression analyses were completed. Those utilizing spring teacher-assessments of pupils' mastery of language and mathematics skills as variables reinforced the influence of attendance on children's achievement. Findings using teacher-assessed mastery of language skills favored the full-day format, just as with the MRT Pre-reading Composite results.

These exploratory regression analyses applied to the 1983-1984 Kindergarten Reinforcement data corroborate statistically what may seem to be "obvious." Pupils' exposure to project services (i.e., attendance) is positively related to benefits from those services relevant to growth in pre-reading and -mathematics skills. Also important, especially in relation to language development, is adult-child ratio in providing services.

CONCLUSIONS

No effort has been made in this report to document the instructional and supportive services provided through Kindergarten Reinforcement. Relevant data have been provided by the Coordinator on the State report form. It should be noted, however, that--despite limited resources--project instructional and supportive staff continued to make every effort to see that needs of "targeted" children were met.

Their success is reflected in the attainment of Objective 1 at a level exceeding that proposed--and approximating last year's outcome. The percentage of children below-average on the pre-test who scored average or above on the post-test in pre-reading skills was 81.7%, compared to 83.3% during 1982-1983. Moreover, 46.3% of the pupils who scored average on the pre-test moved to above-average on the post-test.

Findings for the 1983-1984 pilot of full-day kindergarten in 13 schools tend to favor full-day, as proposed in Objective 3. This appears consistent with regressional analyses indicating that more adult-time per child (with no consideration for the length of the school-day) is beneficial.

In the light of the findings reported above, it is recommended that the 1984-1985 Kindergarten Reinforcement evaluation include, in addition to documentation directly related to attainment of proposed objectives:

- separate regression analyses for full- and half-day pupils, in addition to those for a total sample, further to identify the relative impact on children's learning of (possibly) controllable variables;
- follow-up information on the first-grade progress of children who attended full- and half-day kindergarten during 1983-1984 and who are still enrolled in the school system.

APPENDIX A

KINDERGARTEN REINFORCEMENT

LIST OF SCHOOLS: 1983-1984

Adlai Stevenson
Alfred A. Benesch
*Almira
Andrew J. Rickoff
Anthony Wayne

*Anton Grdina
Artemus Ward
Benjamin Franklin
Bolton
Brooklawn

Buckeye-Woodland
Buhrer
*Captain Arthur Roth
Case
Charles Dickens

*Charles H. Lake
Charles Orr
Chesterfield
Clark
*Corlett

Cranwood
Daniel E. Morgan
Denison
Dike
Douglas MacArthur

East Clark
East Madison
Emile B. deSauze
Euclid Park
Forest Hill Parkway

Fullerton
Garfield
George Washington Carver
*Giddings
Gordon

Gracemount
Halle
Harvey Rice
Hazeldell
**Hicks Montessori

Henry W. Longfellow
*Iowa-Maple
John W. Raper
Joseph F. Landis
Kenneth W. Clement

Kentucky
**Lafayette Contemporary
Louise Agassiz
Louis Pasteur
Margaret A. Ireland

Marion C. Seltzer
Marion-Sterling
Mary B. Martin
Mary McLeod Bethune
McKinley

*Memphis

Miles
Miles Park
Miles Standish
Milford
Moses Cleaveland

Mound
Mount Auburn
Mount Pleasant
Nathaniel Hawthorne
Orchard

Paul Laurence Dunbar
Paul Revere
*Riverside
*Robert Fulton
Robinson G. Jones

Scranton
Stephen E. Howe
*Tremont
Union
Valley View

Verda Brobst
*Wade Park
Walton
Warner
Watterson-Lake

Waverly
*William Cullen Bryant
William Rainey Harper
Willow
Woodland Hills

* Full-day Kindergarten
** Magnet School

APPENDIX B

KINDERGARTEN REINFORCEMENT: 1983-1984

SAMPLE DEMOGRAPHICS

VARIABLE	TOTAL	FULL -DAY	HALF -DAY	REGULAR*	SOME* SPECIAL
Per Cent of Total Sample	100.0%	34.7%	65.3%	81.1%	18.9%
Per Cent in Spec. Progs.:					
Magnet School	3.0%	9.2%	---	---	15.9%
Special School**	1.3%	3.8%	---	---	6.9%
ESL-served School	10.2%	9.2%	10.8%	---	54.2%
Lau Kdg. Center	7.7%	3.1%	10.4%	---	41.0%
Computer Pilot Program	2.4%	---	3.5%	---	12.5%
Per Cent "Language Barrier"	1.8%	1.2%	2.1%	0.7%	6.5%
Per Cent Male	49.2%	43.1%	52.6%	48.2%	54.2%
Per Cent: Amer. Indian	0.1%	0.4%	0.0%	0.2%	0.0%
Asian	0.3%	0.0%	0.4%	0.2%	0.7%
Hispanic	4.2%	3.8%	4.5%	1.0%	18.1%
Black	63.9%	65.3%	62.5%	71.8%	29.9%
White	31.5%	30.5%	32.6%	26.9%	51.4%
Median Age--11/83 (months)	66.71	66.70	66.72	66.70	66.74
Per Cent Last Year in:					
Child Development	17.0%	24.9%	12.9%	16.3%	20.4%
Other Pre-Kindergarten	18.8%	27.7%	14.5%	19.5%	16.8%
No Pre-Kindergarten	63.5%	47.0%	71.8%	64.2%	62.8%
Median Days Attended (through May 25, 1984)	140.95	138.29	142.13	140.59	143.00
Median Class Size (Oct.,1983)	28.93	27.05	29.83	29.01	28.00
Per Cent with Aide: Full-time	16.7%	---	27.1%	13.0%	36.8%
Part-time	32.7%	6.9%	46.6%	33.7%	28.5%
None	50.7%	93.1%	27.1%	53.3%	34.7%

---

* REGULAR = not special, magnet, ESL-served school or Lau, Computer-Pilot class.
SOME SPECIAL = involved with one or more program(s) just named.

** Special School = Sunbeam School for Crippled Children, whose children's scores were not included in the DPPF data analyses.

APPENDIX C

KINDERGARTEN REINFORCEMENT: 1983-1984

METROPOLITAN READINESS TESTS: PRE-READING COMPOSITE STANINE-BAND COMPARISONS

GROUP	TOTAL N	n_1 (Below Avg. on Pre-Test)	% Below Average on Pre-Test (n_1/N)	% n_1 Average on Post-Test	% n_1 Above Avg. on Post-Test	% n_1 Avg. or Above on Post	n_2 (Average on Pre-Test)	% Average on Pre-Test (n_2/N)	% n_2 Above Avg. on Post-Test
TOTAL	710	285	40.1%	75.4%	6.3%	81.7%	361	50.8%	46.3%
Magnet Schools	21	5	23.8%	40.0%	0.0%	40.0%	15	71.4%	53.3%
Special School	7	3	42.9%	66.7%	0.0%	66.7%	4	57.1%	0.0%
Computer Pilot Class	17	11	64.7%	63.6%	18.2%	81.8%	6	35.3%	83.3%
Lau Center	50	27	54.0%	85.2%	0.0%	85.2%	20	40.0%	70.0%
Black	457	198	43.3%	79.8%	5.6%	85.4%	221	48.4%	43.4%
Hispanic	28	16	57.1%	62.5%	12.5%	75.0%	11	39.3%	81.8%
Caucasian	221	70	31.7%	67.1%	5.7%	72.8%	126	57.0%	47.6%
Other (all non-Black)	252	87	34.5%	65.5%	8.0%	73.5%	139	55.2%	51.1%
Black Male	221	95	43.0%	81.1%	5.3%	86.4%	113	51.1%	38.9%
Other (all non-Black Male)	486	189	38.9%	73.0%	6.9%	79.9%	246	50.6%	49.6%
Male	345	145	42.0%	77.2%	6.2%	83.4%	174	50.4%	42.5%
Female	363	139	38.3%	74.1%	6.5%	80.6%	186	51.2%	49.5%

APPENDIX D

KINDERGARTEN REINFORCEMENT: 1983-1984

METROPOLITAN READINESS TESTS: PRE-READING COMPOSITE STANINE-BAND COMPARISONS

	GROUP	TOTAL N	n_1 (Below Avg. on Pre-Test)	% Below Average on Pre-Test (n_1/N)	% n_1 Average on Post-Test	% n_1 Above Avg. on Post-Test	% n_1 Avg. or Above on Post	n_2 (Average on Pre-Test)	% Average on Pre-Test (n_2/N)	% n_2 Above Avg. on Post-Test
	TOTAL	710	285	40.1%	75.4%	6.3%	81.7%	361	50.8%	46.3%
PRE-KDG.	Child Dev.	122	40	32.8%	77.5%	7.5%	85.0%	71	58.2%	47.9%
	Other Pre-K	133	39	29.3%	61.5%	15.4%	76.9%	76	57.1%	52.6%
	No Pre-K	435	197	45.3%	76.6%	4.6%	81.2%	204	46.9%	44.1%
ATTEND.	≥ 85%	494	187	37.9%	75.9%	7.0%	82.9%	260	52.6%	49.2%
	76-84%	156	68	43.6%	76.5%	7.4%	83.9%	74	47.4%	43.2%
	51-75%	55	28	50.9%	71.4%	0.0%	71.4%	24	43.6%	25.0%
	≤ 50%	5	2	40.0%	50.0%	0.0%	50.0%	3	60.0%	33.3%
AIDE	F T	112	49	43.8%	71.4%	8.2%	79.6%	51	45.5%	47.1%
	P T	223	105	47.1%	73.3%	5.7%	79.0%	98	43.9%	41.8%
	None	355	124	34.9%	79.0%	5.6%	84.6%	200	56.3%	50.0%
QUADTIME	Low	150	59	39.3%	78.0%	0.0%	78.0%	81	54.0%	32.1%
	Low-Medium	98	45	45.9%	75.6%	13.3%	88.9%	38	38.8%	42.1%
	Medium	95	42	44.2%	85.7%	2.4%	88.1%	43	45.3%	53.5%
	High-Medium	127	48	37.8%	72.9%	4.2%	77.1%	71	55.9%	59.2%
	High	173	59	34.1%	74.6%	10.2%	84.8%	99	57.2%	52.5%

MOTIVATIONAL AND SELF-IMAGERY DEVELOPMENT
JOB DEVELOPMENT

DISADVANTAGED PUPIL PROGRAM FUND

AUG 15 1984

1983-84
EVALUATION REPORT

Prepared by

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Cleveland Public Schools
Research and Analysis Department

July, 1984

MOTIVATIONAL AND SELF-IMAGERY DEVELOPMENT
JOB DEVELOPMENT

1983-84 Final Evaluation

PURPOSE AND OVERVIEW

The purpose of this project is to present world of work information to eleventh and twelfth grade students and to provide assistance in placing students in full-time jobs after graduation. Selected eighth and ninth grade students are also introduced to a variety of occupations and given special assistance in preparing for careers that interest them.

SERVICE SUMMARY

Pupils Served: 4,788
Grades Served: 8-9
11-12
Years in Operation 17

Schools:
12 high schools
1 magnet school
7 junior highs
20 public

(See list in Appendix A)

Staffing:
1 Program Coordinator, FT
13 Job Advisors, FT
6 Clerks, FT
20

1 Director, FT
1 Asst. Director, FT
1 Administrative Asst., FT
3 Funded by another source

SUMMARY OF FINDINGS

Activities to prepare students for the "world of work" took place. Services included: job development classes, field trips to employee-related sites, resource speakers from area businesses and a job fair at which local business representatives interviewed 754 students for actual jobs.

Two out of three project objectives were achieved. Fifty-three percent of the 930 June, 1983 graduates were placed in full-time jobs and services were delivered to the junior high school students in the form of career orientation classes, field trips and Saturday morning tutoring sessions. Fifteen percent of the project participants showed a 25% or greater gain in knowledge of the world of work. Recommendations for the future included maintaining the junior high component at the same level of service and placing a greater emphasis on the Basic Course Outline by the project staff.

OBJECTIVES AND OUTCOMES

- Objective 1: Project participants will show a 25 percent increase in the knowledge of the working world of work as measured by a locally constructed instrument.

  - Outcome: Objective one is considered not attained. A 20 item survey of the world of work was completed on a pre-post basis. The pre-test was administered to 1,115 twelfth graders in October, 1983 and the post-test was administered in May, 1984. (See Appendix B for Survey). Survey results were obtained on 569 matching pre-post test cases. 15.3 percent of the participants showed a 25% or greater gain on the pre-post survey of knowledge of the world of work. The mean pre-test score was 67 percent correct and the mean post-test score was 76 percent. The mean gain for the group was nine percent, 16 percent below objective criterion.

- Objective 2: Fifty percent of the twelfth grade students participating in the project and desiring employment will be placed in full time jobs by January following June graduation.

  - Outcome: Objective 2 is considered attained. Project records document that 53% (N = 497) of the 930 June, 1983 graduates requiring full time jobs were placed in full time employment as of December, 1983. A sample of the type of jobs in which graduates were placed are as follows.

Company	Title
ABC Accounting Service	Bookkeeper Trainee
American Commodore	Secretary
Best Products	Sales Counselor
Burks' Development Co.	Apprentice
Carroll Tire Service	Mechanic
Cleveland City Hall	Typist
Diversified Metals	Laborer
First Savings & Loan	Appraiser
Harvest Foods	Cashier
Lakeshore Nursing Home	Dietary Aide
Moore Plastic	Machinist
Phoenix Dye Works	Inspector
Society National Bank	Data Entry Operator
Wendy's	Food handler

- Objective 3: Selected eighth and ninth grade disadvantaged students will be given the opportunity to explore career choices by learning about the world of work, its requirements, and how to qualify for careers through proper education and training.

- Outcome: Objective 3 is considered attained. Project records document that 24 Saturday tutoring classes were attended by 2,932 eighth and ninth grade students representing seven junior high schools.

  Sixteen field trips to career related sites were taken by approximately 326 participants. These site visits included a variety of trips to local businesses, industries, banks and hospitals.

  Participation in this component resulted in summer work experiences for ten 1983-84 students. These placements were made at Hiram House Camp, The Call and Post, and St. Luke's Hospital.

ADDITIONAL FINDINGS

Project records document the following activities:

- Eleven field trips have been taken by 286 Job Development students to selected employment related locations.

  Resource speakers representing 48 employment related sites presented programs on various topics to Job Development participants.

- 576 career exploration classes have been presented to Job Development students and nine classes have been presented to eighth and ninth grade classes.

CONCLUSIONS

The available data indicate that the Job Development project delivered the services proposed to the students targeted to receive them. These services consisted of career education classes, tutoring classes, site visits and resource speakers. Efforts to place June, 1983 graduates continued into December, 1983, with the successful placement of 53% of the graduates into full time employment. Although the project participants did increase their knowledge pertaining to the world of work, it did not meet the objective criterion of 25 percent. This knowledge is one vital piece of the employment process.

Two out of three objectives were achieved. Over half of the June, 1983 graduates seeking full time employment were placed in jobs and selected eighth and ninth grade students participated in career exploration and tutoring sessions and field trips to employment related sites.

Based on observations of the project manager and the evaluator the following recommendations are made.

- Project staff should place greater emphasis on the Basic Course Outline designed to improve the students' knowledge of getting and keeping a job. With the present condition of the Cleveland area economy, the few jobs will be obtained by those students who have these skills and ability to make them work for them.

- The component involving the junior high students should continue to provide counseling and tutoring sessions as academic and attitude preparation for future employment success.

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7. A successful employee is able to:

    a. Perform his job regardless of personal feelings about co-workers
    b. Follow the rules and procedures pertaining to his job
    c. Discuss work problems with his supervisors
    d. All of the above

8. When reviewing job applications, employers place particular importance on:

    a. Part-time work experience record
    b. Extra Curricular activities record
    c. Achievement record (grades)
    d. Attendance record

9. To become a career employee with the Federal government, you are expected to:

    a. Be recommended by someone who works in government
    b. Have at least 2 years of work experience
    c. Pass a civil service test
    d. Complete at least 2 years of college

10. Select the item which is most likely to be true.

    a. You are more likely to be hired if you tell the interviewer that you can do anything.
    b. People who finish college usually find jobs.
    c. The steps involved in getting a job are usually the same regardless of educational background.
    d. You are more likely to be hired if you apply with a friend.

11. In the process of getting a job, the very first step you should take is to:

    a. Read the want ads
    b. Buy a new outfit
    c. Visit an employment agency
    d. Make a self-analysis

12. Assuming that you are qualified for the job, what characteristic would be the most important to an employer.

    a. The ability to write and speak effectively
    b. Dependability and positive attitude
    c. Interest in the company
    d. Ability to get along with co-workers

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13. Most job application forms request the applicant's:

    a. Extra curricular activities
    b. Racial or ethnic background
    c. Social security number
    d. Religious affiliation

14. Before going to an employment interview, it is recommended that you prepare a report about yourself that includes personal facts, schools attended, record of previous jobs, and names and addresses of references. This report is called a:

    a. Permanent record card
    b. Application form
    c. Resume
    d. Letter of recommendation

15. If a question on the job application asks how much money you expect to earn, it is best to:

    a. Write in the word "open" or "negotiable"
    b. Leave the question unanswered
    c. Write less than you think the job will pay
    d. Write in more than you think the job will pay

16. The Job Development Program at your high school:

    a. Offers particular skill training required for certain jobs
    b. Assists each interested senior in preparing for and finding a job
    c. Is primarily interested in helping the college bound senior
    d. Finds jobs for all seniors looking for work

17. Pupils between the ages of 14 and 18 are required to have a work permit because it is:

    a. Required by the Division of Health
    b. A school rule
    c. Required by the State of Ohio
    d. A city law

18. Classified employment advertisements are valuable because they provide:

    a. An accurate forecast of the job market
    b. A partial listing of the available jobs
    c. A distinction between male and female jobs
    d. List of only those jobs which are full-time

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19. On-the-job training programs and apprenticeship programs are not the same but both programs:

    a. Pay you while you learn
    b. Require a college education
    c. Are governed by Federal rules
    d. Are limited to male applicants

20. Private employment agencies:

    a. Always charge the applicant a fee if placed on a job
    b. Place applicants in office jobs only
    c. Guarantee you a job
    d. None of the above

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APPENDIX A

SCHOOLS SERVED

Senior Highs

- Collinwood
- East High
- East Technical
- Glenville
- James F. Rhodes
- Jane Addams
- John Adams
- John Hay
- John F. Kennedy
- John Marshall
- Lincoln West
- South
- West Technical

Junior Highs

- A. B. Hart
- Alexander Hamilton
- Audubon
- Central
- Harry E. Davis
- Joseph Gallagher
- Thomas Jefferson

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APPENDIX B

JOB DEVELOPMENT SURVEY

Directions: Please do not mark on this paper. Mark all your answers on the answer sheet provided with this survey. On your answer sheet choose the letter of the one response which best completes each statement.

1. An applicant may be rejected for a job during an interview because of:

    a. Displaying confidence and poise
    b. Failure to express himself/herself clearly
    c. An outstanding work record
    d. Cleanliness and neat personal appearance

2. To be hired for most jobs, an applicant must:

    a. Live near the job
    b. Have an A or B average in school
    c. Express a willingness to learn
    d. Have a valid drivers license

3. During your job interview, it is unwise to:

    a. Apply for a specific job
    b. Claim that you are willing to do anything
    c. Stress your qualifications for the job
    d. Know something about the company

4. The item from your school file which is least important in getting a job is:

    a. Achievement record (grades)
    b. Attendance record
    c. PLR or IQ
    d. Health record

5. The most complete publication which gives information about jobs is the:

    a. Vocational Guidance Quarterly
    b. U. S. News and World Report
    c. Daily newspaper
    d. Occupational Outlook Handbook

6. A new employee's most important concern should be learning:

    a. How to file a grievance
    b. How to perform assigned tasks
    c. How to avoid the supervisor
    d. About available fringe benefits

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PILOT PROJECTS

DISADVANTAGED PUPIL PROGRAM FUND

AUG 15 1984

1983-84
EVALUATION REPORT

Prepared by

Ofelia Halasa
Project Evaluator

Typed by

Arlene Copeland

Cleveland Public Schools

DEPARTMENT OF RESEARCH AND ANALYSIS

July, 1984

ADAPTATION OF CURRICULUM INSTRUCTIONAL METHODS AND MATERIALS: PILOT PROJECTS COMPONENT

1983-1984 Chapter 1 DPPF Final Evaluation Report

PURPOSE AND OVERVIEW

The Pilot Projects Component under DPPF funding is designed to formulate and test, at the local school level, innovative approaches for meeting selected needs of disadvantaged students. Pilot Projects are small grants that are designed, implemented, and evaluated by local school personnel. Selection of DPPF Pilot projects for funding considerations are made at the end of each school year by a Review Committee. Progress review reports and final evaluation form are completed by project coordinators.

SERVICE SUMMARY

Pupils Served: 299

Grade Served: K-12

Years in Operation: 14

Schools: 9
(See Appendix A)

Staffing: 1 Project Manager (PT)

SUMMARY OF FINDINGS

Only four (Moving'-On, Computer-Aided Math Instruction, Improving Reading Comprehension Scores and Vocational Reading Programs) of eight approved 1983-1984 DPPF Pilot Projects were implemented for the full school year. The remaining four projects (Diagnostic-Prescriptive Approach to Speech and Language Therapy, Improvement of Reading Skills and Geography Studies, Science Skills Development, and Social Service Training Program for the Handicapped) did not operate for the full school year because materials and equipment did not arrive on time. Significantly, only 4 of 10 product objectives (40%) for the four fully implemented projects were attained. Recommendations called for strengthening of monitoring procedures by administrative staff, reinstitution of formal mechanisms to inform district staff of available DPPF monies to develop innovative projects and to address concerns of teachers-in-charge of Pilot Projects, and workshops to develop and strengthen technical writing skills.

OBJECTIVES AND OUTCOMES:

- Process Objective 1: Attain the proposed objectives in at least two-thirds of the projects (relevant to improvement in academic achievement, cultural enrichment, communication skills, motivation for learning, home school cooperation). Assessment of attainment of objectives per pilot project will be based on annual reports completed by the head teachers at the end of the 1983-1984 school year.

  - Outcome: This objective was not attained. Only four of the eight 1983-1984 DPPF funded projects were implemented fully during the school year with the other four projects (Chart 1) reported as only "partially" implemented. Only 4 of the 10 objectives (40%) from the fully implemented projects (Computer Aided Math Instruction for Disadvantaged Pupils, Improving Reading Comprehensive Scores in Core Subjects, Moving' On and Vocational Reading/Vocational Program) were achieved.

CHART 1

LISTING OF 1983-1984 PILOT PROJECTS

Projects	Grade	Objective+		Status
		N+	A++	
Computer-Aided Math Instruction for Disadvantaged Pupils	K-3	2	2	*
Diagnostic Prescriptive Approach to Speech and Language Therapy	4-6	3	NA	-
Improving Reading Comprehension Scores in Core Subject	7	2	—	*
Improvement of Reading Skills Among Geography Students	10	1	NA	-
Moving' On	7-9	4	1	*
Science Skills Development for a High-Tech Society	10-12	1	NA	-
Social Service Training Program for Handicapped Youngsters	Special	3	NA	-
Vocational Reading/Vocational Program	11-12	2	1	*

+ N Total number of objectives
++ A Number of objectives attained
— No data provided

* Operated for the full school year
- Did not complete operation

The remaining six objectives were not assessed for the following reasons:

- Objectives were overlooked or data collected were not relevant.
- Two objectives pertained to data that will not be available till September 1984.

The inability of most of the 1983-1984 projects to start on time was detailed in the Interim Evaluation Report (February, 1984). Concerns raised by several teachers-in-charge over the unusual delay in delivering the materials and equipment they had purchased were brought to the attention of the DPPF administrative staff. In the absence of critical materials needed to operate the DPPF pilot projects, teachers-in-charge attempted to operate programs, which were different from the approved DPPF pilot program proposals.

- Process Objective 2: Promote understanding at the local school level of the relationships among education needs, objectives, procedures and evaluations in the development of an instructional support program.
  - Outcome: This objective was attained. Approximately nineteen proposals were submitted to the DPPF Pilot Projects Review Committee and were rated on a five-point DPPF Pilot Projects Rating Scale (Appendix B 1), with 5 as the highest and 1 as the lowest ratings. Overall average ratings ranged from 2.6 to 4.5. At the time of the preparation of the report it is anticipated that the following projects will be funded as a pilot project for the 1984-1985 school year:
    - Composition/writing Skill Improvement
    - Exercising Economic choices in Housing Within the content of Fair Housing
    - Teaching Reading Competency Skills in Social Studies Area
    - Development of Self-Help 6th Grade Social Studies Materials for Disadvantaged & Handicapped Youths
    - Life- Skills-Independent Living Skills Program for (Secondary)
    - Development of Self-Help Materials for Disadvantaged and Handicapped Youths (Elementary)
    - Development of a Lab Manual for Physics that uses the Microcomputer as an Integral Part of the Experiment (Elementary)
    - Computer Literacy Program for 5th--6th Grades (Elementary)

- Preparing Students for the Successful Mainstreaming of Multihandicapped/Autistic-like classes
- Science Success (Elementary)
- Multi-Culture, Cuisine, and Conversation (Secondary)

Plans are also underway to extend the operation of four 1983-1984 DPPF Pilot Projects that were only "partially" implemented.

The review committee consisted of the following:

Ronald Handy, Supervisor, Compensatory Education

Cyril Zupan, Principal, Max Hayes High

John Corrigan, Supervisor, Evaluation Division, Research & Analysis

Marlene McMillian, Consultant Teacher, Classroom Support Program

Mildred Westmoreland, Coordinator, Pilot Project

CONCLUSIONS & RECOMMENDATIONS:

Only four (Moving'On, Computer-Aided Math Instruction, Improving Reading Comprehension Scores and Vocational Reading Programs) of eight approved 1983-1984 DPPF Pilot Projects were implemented for the full school year. The remaining four projects (Diagnostic-Prescriptive Approach to Speech and Language Therapy, Improvement of Reading Skills and Geography Studies, Science Skills Development, and Social Service Training Program for the Handicapped) did not operate for the full school year because materials and equipment did not arrive on time. Significantly, only 4 of 10 product objectives (40%) of the four fully- implemented projects were attained. The percent of attained objectives during the 1983-1984 school year was considerably lower than that of the 1982-1983 school year when approximately 94% of product objectives were attained.

If the DPPF Pilot Project is to be continued, the following recommendations (based on interviews with teachers-in-charge and the DPPF administrative staff) are offered:

- Strengthen monitoring procedures by administrative staff to ensure timely operations of the DPPF-funded Pilot Projects.
- Reinstitute formal mechanism during the school year to inform district school personnel of DPPF funds for developing innovative projects in the future and to address concerns of current teachers-in-charge of pilot projects.
- Strengthen technical writing skills of district staff through the provision of at least one workshop during the year that focuses on writing realistic program objectives, conducting project evaluation and developing program budgets.

APPENDIX A

OPERATIONAL PILOT PROJECT 1983-1984

PROJECT	SCHOOL SERVED	NO. OF PUPILS SERVED	GRADE LEVEL
Computer Aided Math Instruction for Disadvantaged Children	William Bryant (E)	20	K-3
Diagnostic, Prescriptive Approach Speech and Language Therapy	Mound/Warner (E) A.B. Hart (S)	—	
Improving Reading Competency Scores in Core Subjects	Charles Eliott (E)	150	7
Improvement of Reading Skills Among Geography Students	Glenville (S)	35	10
Moving' On	Charles Mooney (S)	22	7-9
Science Skills Development for a High Tech Society	Glenville (S)	35	10-12
Social Service Training Program for Handicapped Youngster	L. Alcott (E)	14	Special
Vocational Reading/Vocational Program	Jane Addams (S)	9	10
Totals: 8 Pilot Projects	9 (Unduplicated Count)	300	K-12th

APPENDIX A

1983-1984 PILOT PROJECTS

- A BRIEF DESCRIPTION OF PROJECT GOALS

Computer-Aided Math Instruction for Disadvantaged Pupils

To utilize a tutor to assist 120 pupils with math deficiencies to master 80 special computer-assisted math programs.

Diagnostic Prescriptive Approach to Speech and Language Therapy

To utilize the computer as a diagnostic tool to meet the special needs of 80 students at selected schools.

Improving Reading Competency Scores in Core Subject

To develop mastery learning program to assist 7th grade students to improve their mastery of content in Math, English, Social Studies, and Science.

Improvement of Reading Skills Among Geography Students who Read Below Grade Level

To improve reading level of at least 35 10th grade geography students and make them aware of cultural differences of various peoples of world.

Moving' On

To utilize special counseling strategies to provide early intervention for potential grade failures to reverse failure — primary target is all 7th, 8th, and 9th grade repeaters.

Science Skills Development for A High Tech Society

To train teachers to use computer-aided instruction techniques to improve 10th, 11th and 12th grade students' reading/analytical skills in science classes.

Social Service Training Program for Handicapped Youngster

To provide intense training in working with severely orthopedically handicapped students/adults.

Vocational Reading/Vocabulary Program

To develop a relevant vocational reading, vocabulary, spelling program within the framework of the 10th grade English curriculum.

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APPENDIX B-1

CLEVELAND PUBLIC SCHOOLS
COMPENSATORY EDUCATION DIVISION

D.P.P.F. Pilot Projects
Rating Sheet

Originator__________________________________Title____________________

School________________Cluster____________Subject Area____________

Subcomponent Title____________________Amt. Requested______________

Please rate this proposal submitted for Pilot Project funding using the following rating instrument. One (1) is the lowest rating and five (5) is the highest.

	HIGHEST				LOWEST
SECTION	5	4	3	2	1
1. Innovative.					
2. Over what is normally done. .					
3. Soundness of idea					
A. Goals					
B. Need					
C. Activities					
D. Timeline					
E. Objectives					
4. Evaluation Procedure.					
5. Budget – A. Realistic. . . .					
B. Inservice Necessary . . .					
C. Equipment Necessary . . .					
6. Replicable.					
7. Overall Rating.					

8. Reviewer's Comments____

____

____

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PROJECT STAR SECONDARY

1983-1984 DPPF Final EVALUATION

AUG 15 1984

1983-1984
FINAL EVALUATION

Prepared by

JAMES LANESE
Evaluator

Typed by

Eleanor Haithcox

Cleveland Public Schools

RESEARCH AND ANALYSIS DEPARTMENT

July, 1984

PROJECT STAR SECONDARY

1983-84 DPPF Final Evaluation

PURPOSE AND OVERVIEW

Project STAR (Secondary) is designed to improve pupils' achievement in reading and vocabulary skills by providing trained teachers and educational aides in 24 secondary schools (grades 7-9). STAR Learning Centers are scheduled on a daily basis for an individualized, self-paced audio approach to remedial reading instruction.

SERVICE SUMMARY

Pupils Served: 5948 Grades Served: 7-9 Years in operation 17

Schools 24 public

(See list, Appendix A)

Staffing:
1 Project Manager, PT
2 Consultant Teachers, FT
55 Learning Center Teachers, FT
55 Educational Aides, FT
2 Clerk, FT

SUMMARY OF FINDINGS

Project STAR (Secondary) activities progressed adequately during the 1983-84 school year. Significant progress has been evidenced towards the provision of individualized remedial reading assistance for eligible students by teachers and educational aides. Inservice activities were scheduled for all teachers and educational aides.

The single product objective concerning the reading achievement gain of project students measured via pre-to-post testing was not attained. Students achieving greater than or equal to a 4.0 NCE score gain in the project represented 31 percent of the seventh grade participants, 46 percent of the eighth grade participants and 25 percent of the ninth grade participants. These results are far short of the targeted 80 percent representative level.

Additional findings concerning the long term results of Project STAR appear to have both research and operational implications for the project in the future.

OBJECTIVES AND OUTCOMES

- Objective 1: Eighty percent of the students who attend 66% of the instructional days between pre and post test administration, will evidence a gain of at least four NCE's as reflected by pre-post Stanford Diagnostic Reading Test (Brown Level, Form B) scores in reading comprehension scores.

  - Outcome: This objective was not attained.

    During September and October, 1983, all grade 7-9 students were administered the Stanford Diagnostic Reading Test (Brown Level, Form B) as part of the City-wide Testing Program. Secondary STAR students were a part of the tested population; their test results were selected from city-wide results and compared with post-test results available in June, 1984 as a result of STAR project testing at that time. The following table illustrates the summarized pre and post test tallies.

TABLE 1

Project Star (Secondary)
Pre-Post Test Summary
SDRT FORM B*

TEST DATE	GRADE	STUDENTS SERVED	TOTAL TESTED	COMMENT
10-03-83	7		5384	City-wide Population
10-10-83	8		4987	City-wide Population
10-17-83	9		4459	City-wide Population
PRETEST TOTALS**			14,830	City-wide Population
05-14-84	7	1833	1357	STAR STUDENTS
05-15-84	8	2223	1570	STAR STUDENTS
05-16-84	9	1892	1367	STAR STUDENTS
POSTEST TOTALS		5948	4294	

*Two Schools, Charles Mooney and Newton D. Baker, administered Form A of the Stanford Diagnostic Reading Test and were analyzed separately.

**Of the 14,830 students with pre-test results on file, 5616 represent STAR project students (as of January, 1984).

The sample derived for analysis of the product objective was limited by two criteria. First, in order to assess a pre-post gain score for a group of project students, pre and post test results must be available for analysis. Every effort was made to include all project students with valid test results. Second, the objective requires that project students meet a minimum criteria of 66% attendance of available instructional days between pre and post testing weeks. For the 1983-84 academic year, 82 days of attendance was the minimum required between pre and post testing weeks. Consequently, the total secondary STAR student population of 5,948 students yielded 3,504 students with matched test scores (59% of the total), and further, 3070 students with matched test scores and the required attendance (52% of the total) for inclusion in the analysis of this objective. Interestingly, 88% of those students with pre and post scores on file, had greater than a 65% attendance rate. Table 2 provided a summary of the test results analysis for four subgroups within the STAR project. Grades seven, eight, and nine are reported separately as is the seventh grade sample from Charles Mooney junior high school (7-M). Samples for other grades at Charles Mooney and Newton D. Baker schools were too small to warrant inclusion in the analysis.

TABLE 2

SDRT READING COMPREHENSION ANALYSIS

1983-1984 STAR SECONDARY STUDENTS

						WITHOUT SCHOOL IN QUESTION		
GRADE	STAR STUDENTS SERVED	N OF SAMPLE WITH MATCHED TEST SCORES	N OF SAMPLE W QUALIFYING ATTENDANCE[1]	MEAN NCE GAIN	% GAINING 4 NCE	N	MEAN NCE GAIN	% GAINING 4 NCE
7	1833	1092	940	- .97	31	918	-.48	32
7-M		82	76	-3.42	21	-	-	-
8	2223	1252	1132	2.74	46	1091	3.81	48
9	1892	1078	922	-2.11	25	897	-1.40	26
TOTALS	5948	3504 (59%)	3070 (52%)			2906 (49%)		

NOTES 1 82 days (66%) of instructional days between pre and post testing.

Inspection of the results by school, revealed that one school's results were consistently low at all grade levels. The source of the problem was not evident at the time of this reporting. Therefore, the Table 2 summary includes STAR secondary test results with and without the school in question included. The comparative results do illustrate a difference at all grade levels without the school in question. However, the objective criteria of a 4.0 NCE point gain among 80% of the qualifying STAR students was not met.

The results of the entire sample did approach the objective at grade eight. The eighth grade mean NCE score (without the questionable school) was 3.81, nearing the objective of 4.0 NCE's.

PROJECT ACTIVITIES

Project records indicate that 55 Learning Center teachers and educational aides were assigned and functioned in 24 secondary STAR schools. (A list of the school sites is contained in Appendix A.) The STAR Learning Centers were functioning all secondary sites by September 9, 1983. This included the installation of laboratory equipment and fixtures, the staffing by teachers and aides, and the assignment of eligible students to a daily schedule in the learning center.

- Self-paced audio lessons provided reading exercises which are designed to progress from reading readiness to beginning reading to comprehension skills for each participant based upon his/her needs.
- Educational Aides provided support in the Learning Center by:
    - assisting the teacher with individual student activities;
    - providing clerical assistance for the teacher on required reports and records;
    - assuming additional responsibilities of the Center (i.e., inventory and ordering materials/equipment.

PROJECT INSERVICE

TABLE 3
PROJECT STAR (SECONDARY)
INSERVICE ACTIVITIES

DATE(S)	TOPIC	TEACHERS/AIDE	COMMENT
09-13-83	Preservice	55 Teachers	Preservice training
09-15-83	Preservice	55 Ed. Aides	Preservice training
11-14-83	Competency Testing Skills	55 Teachers	
01-23-84	Competency Materials	55 Teachers	
05-31-84	Closing procedures and planning	55 Teachers	
06-31-84	Closing procedures	55 Ed. Aides	

ADDITIONAL FINDINGS

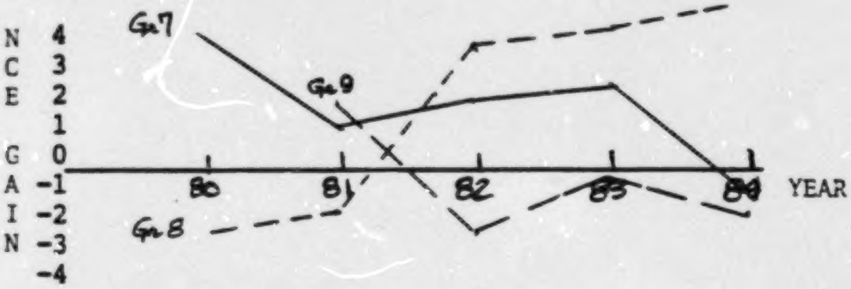
An inspection of the Stanford Diagnostic Reading Test data assembled for Project STAR secondary students over the past four years is summarized in Table 4 below. Mean NCE score gains are listed for grades seven, eight, and nine.

TABLE 4
MEAN NCE SCORE GAINS
SDRT READING COMPREHENSION SUBTEST
PROJECT STAR (SECONDARY)

YEAR ENDING

GRADE	1980	1981	1982	1983	1984
7	3.79	0.30	0.62	1.06	-0.48
8	-2.56	-1.94	3.23	3.51	3.81
9	N/A	1.68	-2.37	-0.09	-1.39

A graphic depiction of these data illustrate similar trends in grades seven and nine while grade eight results digress considerably from these two grades. Grade eight NCE score gains have approached the targeted level for the past three years while grade seven and nine results have fallen off. (Please refer to the graph below.)



This observation provides implications for the management of Project STAR and for future evaluations of the project. Insofar as the treatment remains constant among all grades involved in the project, what might account for the degree of success evident in grade eight? Research into the potential reasons for this disparity may very well render some practical results for project implementation.

CONCLUSIONS AND RECOMMENDATIONS

Project Star (Secondary) activities progressed adequately during the 1983-1984 school year. Pupil selection and scheduling and Learning Center operations proceeded smoothly during the year. Inservice activities were scheduled for all teaching staff.

The single product objective concerning the reading achievement gain of project students measured via a pre-to-post testing program was not attained. Students achieving greater than or equal to a 4.0 NCE score gain in the project represented 31 percent of the seventh grade participants, 46 percent of the eighth grade participants, and 25 percent of the ninth grade participants. These results are far short of the targeted 80 percent representative level.

Project STAR (Secondary) has been unable to meet the target NCE gain levels as proposed to date. However, trends evident in the results for eighth grade students in the project show progress toward that achievement level. This factor should foster an effort to account for the success of the eighth grade as compared to grades seven and nine in the project.

APPENDIX A

Project STAR Secondary Sites
1983-84 School Year

Junior High Schools

1. Albert B. Hart
2. Alexander Hamilton
3. Audubon
4. Carl F. Shuler
5. Central
6. Charles Mooney
7. Charles Eliot
8. Clara Westropp
9. Empire
10. Franklin D. Roosevelt
11. Harry E. Davis
12. Joseph M.Gallagher
13. Lincoln
14. Margaret Spellacy
15. Martin L. King
16. Nathan Hale
17. Newton D. Baker
18. Patrick Henry
19. Robert H. Jamison
20. Thomas Jefferson
21. Whitney Young
22. Wilbur Wright
23. Willson

Senior High Schools

24. Collinwood

READING IMPACT PROJECT
DISADVANTAGED PUPIL PROGRAM FUND

AUG 15 1984

1983-1984

FINAL EVALUATION REPORT

Prepared by

Gwendolyn Morton-Watts
Project Evaluator

Typed by

Eleanor Haithcox

Cleveland Public Schools

RESEARCH AND ANALYSIS DEPARTMENT
July, 1984

READING IMPACT

1983-1984 DPPF FINAL EVALUATION

PURPOSE AND OVERVIEW

The Reading Impact program is designed to assist first grade students identified to have reading problems. An educational aide is assigned to provide reinforcement activities to students in the development of basic reading skills.

Service provided to students by educational aides is under the joint direction of project teachers and responsible for reading skills assignments. Regularly scheduled inservice is provided for educational aides.

SERVICE SUMMARY:

Pupils Served: 2,033 Grades Served: 1 Years in Operation: 13½

Schools: 46 Public Schools (See Appendix A for listing)

Staffing:
Project Manager, 1 FT
Consultant Teachers, 2 FT
Educational Aides, 50 FT

SUMMARY OF FINDINGS

The 1983-1984 Reading Impact program served 2,033 first grade students at 46 Chapter 1 public schools. Program operations were implemented as proposed. Program participants (in groups of four) received reading reinforcement 30 minutes daily. Each educational aide provided service to approximately 35 first grade students.

The objective was attained. Seventy percent of the students' scored 41 NCE units or higher. Because the students were transferred to Chapter 1 funding, the results are reported in the Chapter 1 final evaluation report.

Six inservice/workshop sessions were provided for educational aides. Efforts to involve parents with project's activities were established through a monthly newsletter, (N=5) "Parent Tips".

OBJECTIVES AND OUTCOMES

The Reading Impact Program provided service to 2,033 first grade students. Project operations were implemented as proposed.

- Objective 1: At least 25% of project participation will achieve 34th percentile (41 NCE units) or higher on the city-wide CTBS Comprehension subtest administered in April, 1984.
  - Outcome: The objective was attained. Seventy percent of the students' scored 34th percentile (41 NCE units) or above. It should be noted that project funding was transferred at mid-year from DPPF to Chapter 1 ECIA.

ADDITIONAL FINDINGS

- Six inservice workshops were provided for project educational aides, with an average attendance or 45 per session. (See Appendix B, Inservice Workshop Summary.)
- Project staff disseminated to participants' parents a monthly newsletter named "Parent Tips".

CONCLUSIONS

The 1983-1984 Reading Impact Program served 2,033 first grade students at 46 Chapter 1 public schools. Program operations were implemented as proposed. Program participants (in groups of four) received reading reinforcement 30 minutes daily. Each educational aide provided service to approximately 35 first grade students.

Six inservice/workshop sessions were provided for educational aides. Efforts to involve parents with project activities were established through a monthly newsletter, (N=5) "Parent Tips".

APPENDIX A

READING IMPACT*

Schools Served

1983 - 1984

1. Alfred A Benesch
2. Almira
3. Anton Grdina
4. Bolton
5. Brooklawn

6. Buckeye-Woodland
7. Captain A. Roth
8. Case
9. Charles Dickens
10. Charles H. Lake

11. Charles Orr
12. Chesterfield
13. Corlett
14. Denison
15. Dike

16. East Madison
17. Euclid Park
18. Harvey Rice
19. Hazeldell
20. Henry W. Longfellow

21. Hicks**
22. Iowa Maple
23. John Raper
24. Joseph F. Landis
25. Lafayette**

26. Kenneth Clement
27. Louis Agassiz
28. Louis Pasteur
29. Marion Seltzer
30. Marion-Sterling

31. Miles
32. Miles Park
33. Moses Cleaveland
34. Mound
35. Mt. Auburn

36. Riverside
37. Robert Fulton
38. Robinson G. Jones
39. Scranton
40. Tremont

41. Verda Brobst
42. Wade Park
43. Waverly
44. Willow
45. William R. Harper

46. Woodland Hills

*Each Reading Impact educational aide provides reading skills reinforcement to approximately 35 students each day.

**Three educational aides are assigned to each of these buildings.

APPENDIX B

READING IMPACT

List of Inservice Workshops
1983-1984

DATE	TOPIC	ATTENDANCE
09/8/83	DPPF Update	49
09/22/83	Reading Objectives "Starting Out Right"	47
10/6/83	Language Experience "Using It To Support Curriculum"	48
10/20/83	Language Experience "Using It To Support Curriculum"	43
11/20/83	Vocabulary Development	42
01/19/84	Chapter 1 Guidelines "Comprehension-Drawing Conclusions"	39

AUG 15 1984

REINFORCEMENT SCIENCE SKILLS PROJECT
DISADVANTAGED PUPIL PROGRAM FUND

1983-1984
FINAL EVALUATION REPORT

Prepared by

James Lanese
Evaluator

Typed by

Eleanor Haithcox

Cleveland Public Schools

RESEARCH AND ANALYSIS DEPARTMENT

July, 1984

REINFORCEMENT SCIENCE SKILLS PROJECT

1983-84 DPPF Final Evaluation

PURPOSE AND OVERVIEW

The Reinforcement Science Skills Project is designed to meet the science education needs of the urban student at the elementary and junior high school level. The provision of specially designated materials and teacher training in their use is the primary approach utilized to enhance the science curriculum for students in selected schools in grades 1 through 8. Also, inservice sessions for teachers in non-targeted schools is provided.

SERVICE SUMMARY

Pupils Served*: 1460 Elementary
250 Secondary

Grades: 1-8

Years in Operation: 16

Schools: 87 Elementary
23 Junior High
109 Total

Staffing: 1 Project Manager, FT
2 Consultant Teachers, FT
2 Clerks, FT

*"Kit" Students only

SUMMARY OF FINDINGS

The three elementary and two secondary objectives of the Reinforcement Science Skills project for the 1983-1984 academic year provided for the enhancement of the delivery of science instruction to students in grades 1 through 8 through the provision of materials and teacher training in the area of science instruction. Grades 5 and 7 were targeted (in selected schools) for the SCIS Energy Source Kit and the (replacement) Life Science Kits for the intensive services while all schools availed themselves of inservice consultation and workshop activities.

At the elementary level, one objective was not attained while two were completely attained. The project's one product objective was only achieved by 57.3% or the sample tested. The concentrated inservice objective was achieved. The provision of consultative services for the "non-concentrated" schools was successful. (Workshops as well as individual school visits and teacher conferences were evidenced throughout the school year and rated well within the goals of the stated objectives.)

At the secondary level, one objective was not achieved while one was achieved. Students at the five schools chosen to participate in the concentrated service aspect of the project did not participate in the project as specified in the secondary objective. A substitute activity was adopted by project management. The provision of teacher training through workshops and consultative visits were very successful for the secondary project participants.

OBJECTIVES AND OUTCOMES

- OBJECTIVE 1: At least 75% of the grade five children in the 15 schools receiving concentrated services will show a pre-post gain of 10% on a locally developed test measuring understanding of physical science concepts (as result the SCIS II—Energy Source Lab.)

  - OUTCOME: This objective was not attained.

The recipients of the concentrated inservice and implementation assistance were identified at the beginning of the first semester. A list of schools participating in the SCIS II— Energy Sources Labs is contained in Appendix A.

In November, 1983, testing materials and instructions were distributed to project teachers in the 15 selected schools for pre-testing. Teachers administered the pre-test to approximately 1700 fifth grade students. The SCIS Energy Source Lab project operated throughout the course of the second semester. A post test was administered to 900 project students in May, 1984, upon the completion of the prescribed Energy Sources Lab activities. A matching of the pre and post tests yielded a sample of 770 cases for the assessment of objective 1.

A frequency analysis of the pre to post test percent score difference indicates that only 57.3 percent of the sample tested evidenced a gain of ten percent (or greater) on the locally constructed project test. Although the objective was not attained, it should be noted that project students did evidence a gain of 12.40 percentage points when measured as an entire group.

- OBJECTIVE 2: At least 80 percent of the Grade 5 teachers receiving concentrated inservice and implementation assistance for using the SCIS II—Energy Sources Labs will state that the:

  - "hands-on" approach has value for teaching science to disadvantaged students;

  - inservice has prepared them to use the SCIS II—Energy Source lab in their classroom with students;

  - inservice methods and implementation assistance were comprehensive and appropriate.

  - OUTCOME: This objective was attained.

Project teachers in the fifteen schools selected from the poverty eligibility list did receive concentrated preservice and project implementation assistance during the first semester. (See Appendix A for list of the participating elementary schools).

A total of 54* consultant visits to the concentrated inservice schools were made during the first semester to assist teachers with implementation of the SCIS project. Additionally, 47* consultant visits were made during the second semester.

A survey of the SCIS II Energy Sources Lab teachers taken at the conclusion of the second semester rendered 29 respondents. The results indicated a unanimous response to each of the three objective areas — the hands-on approach was of value for teaching science to disadvantaged students, the inservice did prepare the teachers to utilize the classroom kits, and the inservice methods were appropriate and comprehensive.

Three inservice group programs were conducted on November 14 and 16, 1983 and May 30, 1984 for Energy Source Lab teachers. The standard Cleveland Public Schools Reaction Sheet was used to survey the participants concerning the quality of the meeting(s) in each of ten areas. (See Appendix B.) Responses were quantified, tallied, and aggregated. Reactions from excellent to poor were scaled from 5 to 1 for tallying purposes. Mean scores were computed from the total of 45 respondents.

TABLE 1
INSERVICE REACTIONS FOR NOVEMBER 14 & 16 AND MAY 30

Meeting Characteristics	Mean Rating
Clarity of Purpose	4.80
Method of Presentation	4.76
Clarity of Content	4.76
Usefulness of Ideas	4.47
Usefulness of Material	4.27
Opportunity for Interaction	4.73
Effectiveness of Discussion	4.60
Quantity of New Knowledge/Skills Acquired	3.93
Adequacy of Time	4.60
Overall Usefulness of Session	4.73

- OBJECTIVE 3: 80% of the teachers of elementary science in grade 5 who participated in a series of inservice workshops on instructional techniques for classroom use of new and continuing supplementary materials will assign these workshops a rating of at least 4 on a 5 point scale measuring adequacy of the information, practicality of the information, opportunity for participation etc.

- OUTCOME: This objective has been attained.

*Duplicate Count

A total of 5 workshops were conducted for grade five teachers during the academic year. The standard Cleveland Public Schools reaction sheet (See Appendix B) was used to survey the participants. A summary of the tallied responses indicates that the targeted rating was attained in all categories addressed by the instrument. Twenty nine respondents provided the results summarized in Table 2.

TABLE 2
INSERVICE WORKSHOP REACTIONS

Workshop Characteristic	Mean Rating
Clarity of Purpose	4.90
Method of Preparation	4.90
Clarity of Content	4.90
Usefulness of Ideas	4.90
Usefulness of materials	4.83
Opportunity for Interaction	4.66
Effectiveness of Discussion	4.76
Quantity of New Knowledge/Skills Acquired	4.86
Adequacy of Time	4.55
Overall Usefulness of Session	4.86

- OBJECTIVE 1 (Secondary): At least 75% of the grade seven students in the schools receiving concentrated services in physical science will successfully build the functional electronic computer, as judged by the classroom teacher using a locally developed rating scale.

  - OUTCOME: This objective was not implemented.

Due to the unavailability of electronic computer kits during the academic year, the objective, as stated, was not implemented. (See the Additional Findings.)

- OBJECTIVE 2 (Secondary): At least 80 percent of the teachers receiving inservice through the secondary teacher consultant will assign the service a rating of at least 4 on a 5 point scale measuring the extent to which the visits helped them to:

  - integrate reading skills with science content
  - implement lesson plan structure
  - improve their teaching methodology

  - OUTCOME: This objective has been attained.

A total 212* consultant building visits were made to 25 facilities housing junior high grade levels. A year-end survey of teachers consulted in the program rendered the following reactions concerning the objectives. (See Appendix C for a copy of the instrument used.)

TABLE 3
SECONDARY SCIENCE SURVEY
(Scale: 5=high, 1=low)

Focal Area	Number Responding	Mean Response
Using supplementary science materials to improve teaching methods	20	4.35
Planning effective science lessons with structured lesson plans.	23	4.78
Teaching reading skills in the content area of science.	19	4.26
Incorporating science process skills in daily planning and teaching.	21	4.67

Additionally, 12 inservice activities were provided including eight workshops in September and October, 1983 for new science teachers and grade seven and eight teachers for content area reading.

ADDITIONAL FINDINGS

In lieu of the computer kit project specified in the first secondary objective, project management adopted the previously utilized life science science kit for selected seventh grade science classes. This kit has been used in the same project in previous years and was implemented as in the past with a pre to post test evaluation model.

Life Science laboratory kits were distributed to the eight project schools which had been targeted for concentrated service. The project functioned at eight schools for six weeks during the second semester.

Pre and post test materials and instructions were distributed to the focal schools for administration during the project

Approximately 350 students at Margaret Spellacy, Lincoln, Nathan Hale, Clara Westropp, Central, Willson, Wilbur Wright, and Martin L. King junior high schools comprised the sample for concentrated services by the secondary consultant.

Test results were organized for a pre to post analysis which yielded a sample of 139 matched pairs. Table 5 contains a summary of the results of the analysis. The tested sample of project participants evidenced an average gain of 11.30 percent with 42.4 percent of the sample population gaining 12.0 percent or more on the pre to post test exercise.

TABLE 4

SECONDARY PROJECT STUDENT'S LIFE SCIENCE TEST RESULTS

TEST	N	MEAN SCORE (%)	GAIN	PERCENT OF SAMPLE GAINING 12.0% OR GREATER
Pre	139	35.37		
Post	139	46.67	11.30	42.4

CONCLUSIONS AND RECOMMENDATIONS

The three elementary and two secondary objectives of the Reinforcement Science Skills project for the 1983-1984 academic year provided for the enhancement of the delivery of science instruction to students in grades 1 through 8 through the provision of materials and teacher training in the area of science instruction. Grades 5 and 7 were targeted (in selected schools) for the SCIS Energy Source Kit and the (replacement) Life Science Kits for the intensive services while all schools availed themselves of inservice consultation and workshop activities.

At the elementary level, one objective was not attained while two were completely attained. The project's one product objective was only achieved by 57.3% of the sample tested. The concentrated inservice objective was achieved. The provision of consultative services for the "non-concentrated" schools was successful. (Workshops as well as individual school visits and teacher conferences were evidenced throughout the school year and rated well within the goals of the stated objectives.)

At the secondary level, one objective was not achieved while one was achieved. Students at the five schools chosen to participate in the concentrated service aspect of the project did not participate in the project as specified in the secondary objective. A substitute activity was adopted by project management. The provision of teacher training through workshops and consultative visits were very successful for the secondary project participants.

Future proposals for this project should include product objectives for elementary and secondary science students only. The elimination of process objectives would meet the DPPF guidelines currently in force.

APPENDIX A
CLEVELAND CITY SCHOOL DISTRICT
1983-1984 School Year
Eligible Chapter 1 Schools

Elementary Schools

1. Adlai Stevenson
2. Alfred A. Benesch
3. Almira
4. Andrew J. Rickoff
5. Anthony Wayne
6. Anton Grdina
7. Artemus Ward
8. Benjamin Franklin
9. Bolton
10. Brooklawn*

11. Buckeye-Woodland
12. Buhrer
13. Captain A. Roth
14. Case
15. Charles Dickens
16. Charles H. Lake
17. Charles Orr
18. Chesterfield*
19. Clark*
20. Corlett

21. Cranwood
22. Daniel E.Morgan*
23 Denison
24. Dike
25. Douglas Mac Arthur
26. East Clark
27. East Madison*
28. Emile B. deSauze
29. Euclid Park
30. Forest Hill Parkway

31. Fullerton
32. Fundamental Ed. Center*
33. Garfield
34. George W. Carver
35. Giddings
36. Gordon*
37. Gracemount*
38. Halle
39. Harvey Rice
40. Hazeldell

41. Henry W. Longfellow
42. Hicks Montessori*
43. Iowa-Maple
44. John W. Raper
45. Joseph F. Landis
46. Kenneth W. Clement
47. Kentucky
48. Lafayette Academy*

49. Louis Agassiz
50. Louis Pasteur
51. Margaret Ireland
52. Marion Seltzer
53. Marion-Sterling
54. Mary B. Martin*
55. Mary M. Bethune*
56. McKinley
57. Memphis
58. Miles

59. Miles Park*
60. Miles Standish
61. Milford*
62. Moses Cleaveland
63. Mound
64. Mt. Auburn
65. Mt. Pleasant
66. Nathaniel Hawthorne
67. Oliver H. Perry*
68. Orchard*

69. Paul L. Dunbar
70. Paul Revere
71. Riverside
72. Robert Fulton
73. Robinson G. Jones
74. Scranton
75. Stephen E. Howe
76. Tremont
77. Union
78. Valley View

79. Verda Brobst
80. Wade Park
81. Walton
82. Warner
83. Watterson-Lake
84. Waverly
85. Willow*
86. William C. Bryant
87. William R. Harper*
88. Woodland Hills

Junior High Schools

1. Albert B. Hart
2. Alexander Hamilton
3. Audubon
4. Carl F. Shuler
5. Central*
6. Charles A. Mooney
7. Charles W. Eliot
8. Clara E. Westropp*
9. Empire
10. Franklin D. Roosevelt

11. Harry E. Davis
12. Joseph M. Gallagher
13. Lincoln*
14. Margaret
15. Martin L. King*
16. Nathan Hale*
17. Newton D. Baker
18. Partick Henry
19. Robert H. Jamison
20. Thomas Jefferson
21. Whitney M. Young
22. Wilbur Wright*
23. Willson*

*Schools receiving
concentrated
inservice

APPENDIX B

CLEVELAND PUBLIC SCHOOLS

REACTION SHEET

Meeting Site: ________________________________

Title of Meeting: ____________________________

Date: ________________

(A) Please supply the information requested in the spaces below by entering the appropriate codes found on the reverse side of this form.

Participant Code ___ ___ Cluster Code ___ ___

Race Code ___ ___

(B) To the right of each characteristic listed below, mark one box under the heading which most accurately indicates your impression of this session.

Characteristic	Excellent	Above Average	Below Average	Average	Poor	Not Applicable
Clarity of Purpose	___	___	___	___	___	___
Method of presentation	___	___	___	___	___	___
Clarity of Content	___	___	___	___	___	___
Usefulness of Ideas	___	___	___	___	___	___
Usefulness of Materials	___	___	___	___	___	___
Opportunity of Interaction	___	___	___	___	___	___
Effectiveness of Discussion	___	___	___	___	___	___
Quantity of New Knowledge/ Skills Acquired	___	___	___	___	___	___
Adequacy of Time	___	___	___	___	___	___
Overall Usefulness of Session	___	___	___	___	___	___

(C) Comments/Suggestions: ____

____

APPENDIX C
DPPF
Cleveland Public Schools
1983-1984
Science Teacher Survey

To evaluate the impact of the DPPF Reinforcement Science Project, you are asked to respond to the items on this survey. Any suggestions you can make to improve the project will be appreciated.

1. How many times during the 1983-1984 school year did you:

   a. Participate in science inservice workshops? ___

   b. View video tapes/listen to cassettes to improve instruction?___

   c. Receive other DPPF project related services? ___

   d. Participate in individual inservice conferences. ___

2. Please check (X) the DPPF Project target area(s) in which you received assistance. For the areas checked, rate the effectiveness of the service by circling the appropriate rating using this scale.

5	4	3	2	1
Very effective			Very Ineffective	

___	a.	Using supplementary science materials to improve teaching methods.	5	4	3	2	1
___	b.	Planning effective science lessons with structured lesson plans.	5	4	3	2	1
___	c.	Teaching reading skills in the content area of science.	5	4	3	2	1
___	d.	Incorporating science process skills in daily planning and teaching.	5	4	3	2	1

3. What was the most beneficial aspect of the DPPF Project?

   ____

   ____

4. What change(s) could you suggest to improve the DPPF Project?

   ____

   ____

CONTINUE ON BACK IF NECESSARY

RESIDENT CLASSROOM PROJECT

DISADVANTAGED PUPIL PROGRAM FUND

AUG 15 1984

1983-1984
FINAL EVALUATION REPORT

Prepared by

Gwendolyn Morton-Watts
Program Evaluator

Typed by

Eleanor Haithcox

Cleveland Public Schools

RESEARCH AND ANALYSIS DEPARTMENT

July, 1984

RESIDENT ENVIRONMENTAL CLASSROOM

1983-84 Final Evaluation

PURPOSE AND OVERVIEW

Students and classroom teachers from Chapter 1 schools spend two and one-half days at Camp Koinonia. Camp Koinonia is located 45 miles from downtown Cleveland. The camp/resident experience provides an environmental setting with the concept of developing a student population who would have:

- direct experience with the natural environment.
- broad exposure to "experiential learning" concept.
- an exposure to a variety of situations designed to develop unity/dynamics and team work.

SERVICE SUMMARY

Pupils Served: 1,500*　Grades Served: 6　Years in Operation: 18

Schools: 21

(See Appendix A)

Staffing:
1 Program Coordinator, FT
1 Clerk, FT
3 Staff Aides, FT
6 Unit Aides, PT
1 Nurse, PT
59 Teachers, FT
5 college students, PT

Budget Total: $254,458

SUMMARY OF FINDINGS

A total of 1,322 sixth Grade students and 59 classroom teachers from 21 schools attended 27 sessions at Camp Koinonia. During their two and one-half days stay, students participated in learning experiences that extended the classroom and curriculum to the natural surroundings.

The objective was attained, 83% of the participants demonstrated a 10% gain in knowledge of environment/nature concepts. Teacher responses on questionnaires, informal interviews and on-site observations revealed very positive reactions/feelings toward the resident environment experience.

*The pupil count includes camp sessions for 73 junior and 42 senior high school student council members 15 field study students and 47 students attending the city-wide student orchestra camp.

OBJECTIVES AND OUTCOMES

The Resident Environmental Classroom is designed to extend the curriculum to the outdoors for the purpose of learning. It provides a learning climate which offers opportunities for direct laboratory experiences. The teacher uses the environment/natural site to help teach art, mathematics, science, social studies, and written and oral communications to help students understand relationships among these subjects, the environment, and humankind.

- Objective 1: Sixty percent (60%) of a random sample of 300 participants will demonstrate a 10% gain in knowledge of environment and nature-explorations concepts as measured by a locally developed pre-post criterion- referenced test.

  - Outcome: The objective was attained.

  Eighty-three percent of the participants demonstrated a 10% gain in knowledge of environment and nature exploration concepts. A revised 1983-1984 locally constructed test, developed by Project Staff and Research and Analysis Department, was administered prior to students attending and ten days after the students returned to their respective schools. Students responded to 19 vocabulary and 7 attitude item. (See Appendix B, copies of the pre and post test.)

  A t test for repeated measures revealed a vocabulary pretest mean of 6.13 and a posttest mean of 13.35 with a mean difference of 7.03. The analysis of environment attitudes of environmental attitudes produced a pretest mean of 5.70 and a posttest mean of 6.00 with a mean difference of 0.29. The t test for repeated measures show a total mean difference of 7.33 and statistically significant at .0001 level. Table 1 presents the comparison of test scores and t test results.

TABLE 1

Average Pre and Post Scores and t-test Results
on the Resident Environmental Test
at Grade 6

RE Subtest	N	Pre Test Raw Score	Post Test Raw Score	Mean Change	t
Vocabulary	117	6.31	13.35	7.03	.0001
Environmental Attitudes	117	5.70	6.00	0.29	.05

(See Appendix B. Resident Environmental Test)

- Objective 2: Eighty percent (80%) of the teachers accompanying the participating students will rate the educational value of resident experience at lease four on a five point scale.

  - Outcome: This objective was considered attained.

    Ninety-seven percent (97%) of classroom teachers responding to a Teacher Questionnaire rated the resident environmental classroom as effective educational experience 4 or more on a 5 point rating scale. (See Appendix C, Teacher Questionnaire Summary.)

    A review of classroom teachers written comments revealed:

    - classroom teachers were provided an opportunity to observe students working outside the classroom applying learned concepts to solve problems.
    - classroom teachers were able to observe students' behavior continously for 48 hours or longer.
    - urban students need the opportunity to appreciate a rural environment and practice skills such as using a compass and exploring to find plant and animal life.
    - students showed a marked difference in subsequent behavior and attitude toward the classroom teacher, other adults, and each other.
    - very positive reactions/feelings toward the resident environment experience from classroom teachers and students.

ADDITIONAL FINDINGS

- Project records revealed that service was provided to fifteen students attending the Cleveland School of Science. These twelfth grade students continued their participation in a Field Study Group during the 1983-1984. The group met once a week. In collaboration with this project, the students and their sponsor made three overnight visits to the Cuyahoga Valley Recreation area. Students and their sponsor produced a video tape about the study areas and science concepts developed.
- Two camp sessions were held for 73 junior high and 43 senior high school student council members. The camp provided a neutral site for Leadership Training. Responses of 66 students assessment questionnaire revealed 98% rated this leadership experience three or better on a five-point scale. (See Appendix D, Student Assessment Summary on Responses.)
- Resident staff provided services for 47 students at the city-wide student orchestra camp.

CONCLUSIONS

During 27 sessions, a total of 1,322 sixth grade students and 59 classroom teachers were in residence two or more days. Students and teachers participated in learning experiences that extended the classroom and curriculum to the natural/constructed environment.

The resident environment classroom experience provided for direct field study in the identification of the interrelationships of living and non-living things (web of life). Students were exposed to a variety of situations designed to provide for the development of group unity/dynamics and team work.

Review of project records, informal interviewers on-site observations and conferences with project staff indicated a staff involved in the principles and practices of outdoor environmental education. It is recommended that:

- This component be included in component 3 Cultural Enrichment experiences;
- The pre/post test be replaced by teacher/staff surveys;
- The introductory activities prior to student on-site experience be continued.

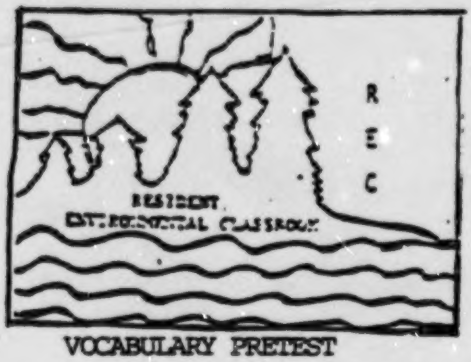
APPENDIX A
Schools Served
Resident Classroom Project
First Semester
1983-1984

School	Number of Students
1. Buhrer	83
2. Charles H. Lake	31
3. Daniel E. Morgan	88
4. East Madison	56
5. Fullerton	30
6. George W Carver	84
7. Henry W. Longfellow	122
8 Kenneth Clement	30
9. Kentucky	53
10. Mary B. Martin	24
11 Milford	45
12. Oliver H. Perry	127
13. Orchard	132
14 Stephen E. Howe	67
15. Tremont	66
16. Union	45
17. Wade Park	23
18. Walton	26
19. Warner	48
20. Watterson-Lake	73
21. Willow	33

*Service was provided for:

.	City-wide junior high student council members	73
.	City-wide senior high student council members	43
.	Cleveland School of Science Field Study students	15
.	City-wide Student Orchestra-Student Activities	47

APPENDIX B



VOCABULARY PRETEST

PART I

DIRECTIONS: 1. Read the statement and the four word choices below.

2. Select the word choice that best expresses the meaning.

3. Record your answer on the answer sheet.

SAMPLE ITEM: A. examine the tree

a. taste
b. understand
c. avoid
d. inspect

RECORD ANSWERS ON AN ALL PURPOSE ANSWER SHEET

1. adaptation to surroundings

a. adjustment
b. confinement
c. reward
d. growth

2. binding contract

a. event
b. agreement
c. goal
d. design

3. natural environment

a. habits
b. surrounding
c. circle
d. heredity

4. erosion of the earth

a. surrounding cover
b. wear away
c. building up
d. adding to

VOCABULARY (Continued)

5. friendly cooperation
   - a. scheme
   - b. working together
   - c. conference
   - d. argument

6. wood decay
   - a. texture
   - b. method
   - c. color
   - d. rot

7. study of ecology
   - a. litter
   - b. land
   - c. habits
   - d. interrelationships

8. feeding mainly on vegetation
   - a. proteins
   - b. reflex
   - c. herbivorous
   - d. calorie

9. learn by observation
   - a. watching
   - b. thinking
   - c. waiting
   - d. ALL THE ABOVE

10. eating flesh
    - a. ominvorous
    - b. absorb
    - c. balanced diet
    - d. carnivorous

11. in rural areas
    - a. industrial
    - b. urban
    - c. country
    - d. shopping center

12. find the similarities

13. the animal's habitat
    - a. dinner
    - b. silence
    - c. home
    - d. condition

14. a hazardous trip
    - a. risky
    - b. unusual
    - c. happy
    - d. solitary

15. to break down chemically
    - a. cell
    - b. decompose
    - c. efficient
    - d. organism

16. a green plant
    - a. refractor
    - b. transmitter
    - c. producer
    - d. insulator

17. terrin
    - a. locomotive
    - b. land
    - c. water
    - d. riverbed

18. hunter of food
    - a. fern
    - b. minerals
    - c. fossils
    - d. predator

19. feeding on both animal and plant substances
    - a. rabbit
    - b. element
    - c. circulatory
    - d. omnivorous

a measurements
b. likeness
c. opposites
d. strangeness

RECORD ANSWERS ON ALL PURPOSE ANSWER SHEET

PART II

DIRECTIONS:
1. Read each statement carefully.
2. Each statement is either TRUE or FALSE.
3. If you think the statement is TRUE, darken Circle A.
   If you think the statement is FALSE, darken Circle B.

20. Living things can adapt to their natural environment.

21. Living things do not need each other.

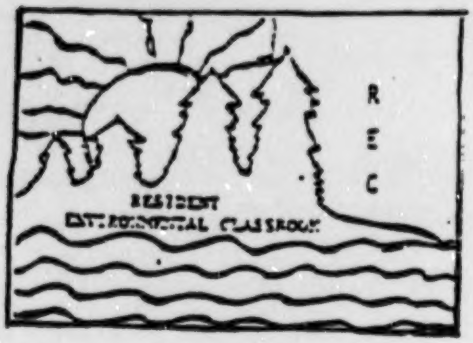
22. The sun is the source of energy in the food cycle.

23. Many animals are helpful to humans.

24. Ecology is the study of the way plants and animals relate to each other and to their environment.

25. Originally, food come from stores.

26. Humans could stay alive if there were no plants and animals.



VOCABULARY POSTTEST

PART I

DIRECTIONS:

1. Read the statements and the four word choices below.
2. Select the word choice that best expresses the meaning.
3. Record your answer on the answer sheet.

SAMPLE ITEM: A. examine the tree

a. taste
b. understand
c. avoid
d. inspect

RECORD ANSWERS ON AN ALL PURPOSE ANSWER SHEET

27. feeding mainly on vegetation

a. proteins
b. reflex
c. herbivorous
d. calorie

28. natural environment

a. habits
b. surroundings
c. circle
d. heredity

29. study of ecology

a. litter
b. land
c. habits
d. interrelationships

30. learn by observation

a. watching
b. thinking
c. waiting
d. ALL THE ABOVE

VOCABULARY (Continued)

31. erosion of the earth

a. surrounding cover
b. wear away
c. building up
d. adding up

32. a hazardous trip

a. risky
b. unusual
c. happy
d. solitary

33. friendly cooperation

a. scheme
b. working together
c. conference
d. argument

34. to break down chemically

a. cell
b. decompose
c. efficient
d. organism

35. eating flesh

a. ominvorous
b. absorb
c. balanced diet
d. carnivorous

36. wood decay

a. texture
b. method
c. color
d. rot

37. Find the similarities

a. measurements
b. likeness
c. opposites
d. strangeness

39. the animal's habitat

a. dinner
b. silence
c. home
d. condition

40. terrain

a. locomotive
b. land
c. water
d. riverbed

41. feeding on both animal and plant substances

a. rabbit
b. element
c. circulatory
d. omnivorous

42. hunter of food

a. fern
b. minerals
c. fossils
d. predator

43. adaptation to surroundings

a. adjustment
b. confinement
c. reward
d. growth

44. in rural areas

a. industrial
b. urban
c. country
d. shopping

45. binding contract

a. event
b. agreement
c. goal
d. design

38. a green plant

   a. refractor
   b. transmitter
   c. producer
   d. insulator

RECORD ANSWERS ON ALL PURPOSE ANSWER SHEET

PART II

Direction: 1. Read each statement carefully.
           2. Each statement is either TRUE or FALSE
           3. If you think the statement is TRUE, darken Circle A.
              If you think the statement is FALSE, darken Circle B.

46. Ecology is the study of the way plants and animals relate to each other and to their environment.

47. The sun is the source of energy in the food cycle.

48. Originally, food come from stores.

49. Humans could stay alive if there were no plants and animals.

50. Many animals are helpful to humans.

51. Living things can adapt to their natural environment.

52. Living things can adapt to their natural environment.

APPENDIX C

RESIDENT ENVIRONMENTAL CLASSROOM
CLEVELAND PUBLIC SCHOOLS

TEACHER QUESTIONNAIRE SUMMARY
(N=34)

DIRECTIONS: Rate the degree to which you agree with the five statements below, on a five point rating scale, using the following rating system:

5	4	3	2	1
strongly agree		somewhat		strongly disagree

Mark or circle the one value indicating your degree of agreement

Statement	Rating 5	4	3	2	1
. The Residential Classroom experience allowed students to have direct experience with the environment.	97%(33)	3%(1)	-	-	-
. This experience provided unique opportunities for students of various geographical backgrounds and school/s to interact with one another	82%(28)	9%(3)	6%(2)	3%(1)	-
. This experience exposed students to environmental concept and practical living experience in a structured resident environment.	91%(31)	9%(3)	-	-	-
. This experience created a variety of situations that encouraged teamwork and tolerance among students.	94%(32)	3%(1)		3%(1)	-
. The Resident Classroom Program, as a classroom extension, is an effective educational experience.	97%(33)	-		3%(1)	-

APPENDIX D

RESIDENT CLASSROOM PROGRAM
CLEVELAND PUBLIC SCHOOLS

LEADERSHIP ORIENTATION
STUDENT ASSESSMENT
(N=66)

DIRECTIONS: Rate the degree to which you agree with the five statements below, on a five point rating scale, using the following rating system:

5	4	3	2	1
strongly agree		somewhat		strongly disagree

Mark or circle the one value indicating your degree of agreement

Statement	5	4	3	2	1
. This experience helped me to deal more objectively with my own anxiety.	47% (31)	27% (18)	24% (16)	2% (1)	-
. This experience helped me realize the importance of cooperation in group communications, planning and problem solving.	82% (54)	16% (11)	2% (1)	-	-
. This experience helped me recognize and appreciate the similarities and differences in myself and others.	54% (36)	23% (15)	21% (14)	2% (1)	-
. I feel more willing now to exercise initiative and accept leadership roles and the responsibility of being a leader.	70% (46)	21% (14)	6% (4)	3% (2)	-
. This experience helped me to become more in touch with myself, my abilities, my potential, and limitations.	53% (35)	30% (20)	15% (10)	2% (1)	-

LEADERSHIP ORIENTATION (Continued)

	5	4	3	2	1	NA*
. The experience helped me to be more aware of my emotions and feelings about myself and others as we engaged in group endeavors together.	61% (40)	21% (14)	15% (10)	3% (2)	-	-
. I understand that group problem solving may not be the fastest method to complete tasks, however, the benefits are far reaching for the vast majority of the group.	53% (35)	26% (17)	18% (12)	-	3% (2)	-
. After this experience I feel that I belong to a group of students who are committed to improving the climate/conditions of our school and other schools for all students and the overall image of our school and the Cleveland Public Schools.	70% (46)	23% (15)	4% (3)	3% (2)	-	-
. This experience increased my knowledge and understanding of the meaning of leadership and the traits and qualities which are necessary to develop as a leader.	59% (38)	28% (18)	2% (6)	2% (1)	-	2
. The experience will help me to be a more effective leader at school.	66% (42)	27% (17)	3% (2)	3% (2)	-	2
. Please rate the quality of this leadership experience:	73% (47)	25% (16)	-	-	-	2

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* No Answer

UPWARD REACH

DISADVANTAGED PUPIL PROGRAM FUND

AUG 13 1984

1983-84
EVALUATION REPORT

Prepared by

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July, 1984

UPWARD REACH

1983-84 Final Evaluation

PURPOSE AND OVERVIEW

The Upward Reach project was implemented in all twelve Cleveland Public High Schools to provide intense support by means of educational, behaviorial and vocational counseling for students who manifest behavior that is indicative of the drop-out prone or who are returned to school from court agencies. Twelve Counselor Aides are assigned to twelve high schools on a full-time basis. These staff provide students with individual counseling services and with referrals to other appropriate school community agencies. Additionally, tenth grade students were provided part-time after school jobs tied directly to attendance and grades. Wages were provided by the project to motivate these students to the benefits of schooling.

SERVICE SUMMARY

Pupils Served: 1,221 Grades Served: 9-12 Years in Operation: 7

Schools: 12 public

(See list, Appendix A)

Staffing:
1 Education Program Manager, FT
12 Counselor Aides, FT
1 Clerk, FT

SUMMARY OF FINDINGS

Project services were delivered as proposed to students identified as drop-out prone or as institutional returnees. Services included counseling in educational and vocational planning, academic and social skill development and community resources. Staff conferred with parents, helped students enroll in special programs and find jobs, and provided liaison services among students, teachers and parole officers.

One project objective was achieved and one was not achieved. Student opinions of the project were high and project treatment did have a positive effect on rates of attendance, especially for eleventh and twelfth grade participants. Recommendations for the future included beginning working with students before they leave an institution to return to school, continue to provide the employment program with eligibility tied to school attendance and grades, and increase tutoring services to participants.

OBJECTIVES AND OUTCOMES

- Objective 1: The sample of Upward Reach students who are receiving treatment for the first year and who are identified as 1) active with juvenile court; 2) institutional returnees; or 3) exhibit drop out prone behavior will increase their rate of attendance by 3% over the previous year.

  - Outcome: Objective 1 is considered not attained. The 1982-83 attendance rates for a group of 387 students who participated in Upward Reach during the 1983-84 school year were examined for comparison with their attendance rates for the 1983-84 school year. 1982-83 attendance rates for the group of 387 Upward Reach participants was 68%. Attendance rates for the same students were also examined for the current school year. The 1983-84 attendance rate was 66%, a decrease of 2 per cent.

    Table 1 shows a comparison of attendance rates by year and by grade for the same group of Upward Reach students (pre and post treatment) and district-wide students. Attendance rates increased substantially for grades nine through eleven. There is no comparison for grade 12 because there were no twelfth graders in the 1982-83 program that were in attendance during the 1983-84 school year.

    Although the group as a whole did not show an increase in attendance rates, the individual grades, with the exception of tenth grade, showed significant increases from their previous school year, pre Upward Reach treatment. However, Upward Reach participants attended school substantially less days than district-wide students for the same years.

TABLE 1

Rates of Attendance by Year and
by Grade for Upward Reach and
District-Wide Students

GRADE	ATTENDANCE RATE			
	Upward Reach		District-Wide	
	1982-83	1983-84	1982-83	1983-84
8	80%			
9	73%	79%	81%	80%
10	61%	64%	71%	74%
11	67%	66%	81%	79%
12		81%	85%	84%
TOTAL	68%	66%	85%	78%

- Objective 2: At least 75% of a sample of student participants will indicate satisfaction with their Upward Reach experience on a locally developed questionnaire.

  - Outcome: Objective 2 is considered attained. Results of questionnaire responses gathered from 144 Upward Reach students document that 98% of the students indicated a positive response to their experience with the Upward Reach project, for the 1983-84 school year. (See Appendix B for summary of questionnaire responses).

    - Forty-two percent (42%) of the respondents indicated that they were satisfied with the project because of the help their counselors gave them and 29% of the respondents reported satisfaction because their counselor was always available when they needed "someone to talk to".

    - Thirty-three percent of the respondents reported that the one problem that most affected their success in school this year was their lack of interest in their classes.

ADDITIONAL FINDINGS

- Project records submitted by the Upward Reach staff document the following services:

  - 5,253 parent contacts were made which included home visits (N = 1,246) and telephone calls (N = 4,007).

  - The following types and numbers of counseling sessions were provided:

- Information/Planning	6,470
- Attitude and Behavior Support	10,274
- Skill Development	4,034
- Resource Referrals (School and/or community)	2,076

  - The following list is a sample of the kinds of assistance provided by counselor aides:

    - Conferences with parole officers
    - Contacts with teachers concerning grades, attendance and attitude
    - Assistance with enrollment in Work-Study projects and special school programs
    - Job assistance

  - Rates of recidivism for Upward Reach participants ranged from a low of 2% reported by counselors at two schools to a high of 23% at one school. The average rate for 862 students at 12 high schools was eight per cent (8%).

- Project records document that students participated in the following types of work experience:

  - Recreation and gym assistant
  - Custodial assistants at school and in community centers
  - Media Center aides
  - Nursing home aides
  - Public Library aide
  - School office assistant

CONCLUSIONS

The available data indicate that the Upward Reach Project delivered the services proposed to the students targeted to receive them. These services consisted primarily of supportive and information counseling; liaison services between students, teachers, parole officers, community agencies and parents; and assistance with employment and school work. Student evaluations of the services provided were quite positive. Unfortunately, the delivery of these services appeared to have little effect on the target students' attendance rates.

Assessment of project impact is made difficult, however, by the fact that there is no comparison group of students available against which to measure the change in behavior of the target students.

The evaluation showed that the project achieved one of its two objectives.

Based on the observations of the project coordinator and evaluator, the following recommendations are made:

- Project staff should begin working with the students before they are released from institutions to facilitate their transition back into the school environment and to begin planning their educational programs.

- The employment component should continue to be provided since survey results indicate again this project year that one of the most frequent reasons for having school problems was attendance and the most frequently cited service that Upward Reach could provide would be to help students find jobs.

- Tutoring should be provided at an increased level of service since survey results indicate that the most frequent cause of student problems is their lack of interest in classes, homework, etc.

APPENDIX A

SCHOOLS SERVED

Senior Highs

Collinwood
East High
East Technical
Glenville
James F. Rhodes
John Adams
John Hay
John F. Kennedy
John Marshall
Lincoln West
South
West Technical

Appendix B
Cleveland Public Schools

UPWARD REACH PROJECT

Student Questionnaire
N=144

SCHOOL ______________________________

COUNSELOR AIDE ______________________________

Dear Upward Reach Student:

The Upward Reach Project has been designed to assist you with school problems, attendance, tardiness, or susupension. Upward Reach is intended to help you and is only useful if you, the student, are satisfied. Please answer each of the questions so that we may know how well we are serving you. Please do not sign this questionnaire.

1. During this past school year, about how many times has your UPWARD REACH counselor aide been in contact with you?
   Individually 64.6(avg.) In a group 8.56(avg.)

2. Have the UPWARD REACH counselors generally been available when you need them?
   Yes 97% No 3%

3. Have you in general, been satisfied with your UPWARD REACH experience this year?
   Yes 98% No 2%

   How have you been satisfied?

   Counselors provided help when needed (42%)

   "Someone to talk to" (29%)

4. Describe the one problem that most affected your success in school this year.

   Lack of interest in classes (33%)

   Attendance (14%)

   "Hanging around wrong people" (9%)

5. Which services can the UPWARD REACH PROJECT provide that will help you in school? You may check more than one.

28% ☐ Help getting and keeping a job

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15% ☐ Tutoring in school subjects

19% ☐ Counseling

(Please turn page over)

APPENDIX B (Cont'd)

7% ☐ Getting help from community programs

6% ☐ Help getting into weekend education programs

11% ☐ Help getting into vocational programs

2% ☐ Help finding doctors or dentists

11% ☐ Help with Juvenile Court

1% ☐ Other Big Brother - Big Sister Program · How to get along
with people · Help with self-discipline

6. What did you like best about the UPWARD REACH PROJECT?

Someone to talk to (38%) . Encouragement (11%)
Friendly staff (15%) · The help counselors
Job (12%) provided when needed (10%)

7. How could the UPWARD REACH PROJECT be improved?

"More staff like my Counselor"
"No need for improvement"
"More jobs"

Thank you for your time. Please fold and return
this questionnaire to your UPWARD REACH Counselor Aide.

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